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ABSTRACT

Without a positive self-concept and feeling of worth, little will be accomplished in the migrant child's intellectual and psychological development. Educators must recognize this fact and realize that in order for the schools to succeed for migrants, the first priority must be given to instilling in migrant children a valuation of self. This resource guide brings together some materials, methods, research studies and other relevant items pertaining to the development of positive self-concepts in migrant children of both preschool and primary school age. Included is a review of research studies dealing with the development of self-concept; the migrant child's strengths; and the transiency of the migrant experience, family cohesion, and the way that school is perceived and their effects on self-concept. The typical characteristics of both high and low self-concept children are described and translated into a set of illustrative behavioral objectives for both pupils and teachers aimed at developing positive self-concepts. Various methods and materials used by educators, parents, and others in building positive self-concepts are discussed. Also given are a listing of 18 films and 10 books written for preschool and primary school children, a 284-item bibliography of literature on self-concept, an annotated bibliography of 20 books and records dealing with the self and body image, and the addresses of 108 individuals and agencies that assisted in collecting data relative to methods and materials used for developing positive self-concept in migrant children. (NQ)

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TEACHER RESOURCE GUIDE FOR THE DEVELOPMENT OF POSITIVE SELF-CONCEPT IN MIGRANT CHILDREN

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TABLE OF CONTENTS

Page

Introduction I-1

What Research Says to the Teacher II-1

Illustrative Behavioral Learning Objectives for Pupils and Process Objectives for Teachers III-1

Description of Effective Methods and Materials Used in Developing Positive Self-Concept IV-1

Bibliography of Literature on Self-Concept V-1

Appendix VI-1

NATIONAL GOAL OF MIGRANT EDUCATION

"To establish programs and projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs and projects in other states."

(From: Suggestions for Better Understanding THE MIGRANT CHILD, State Department of Public Instruction, Raleigh, North Carolina.)

DEFINITION OF A MIGRATORY CHILD

"A Migratory child of a migratory agricultural worker is a child who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture including related food processing activities such as canning."

(From: Suggestions for Better Understanding THE MIGRANT CHILD, State Department of Public Instruction, Raleigh, North Carolina.)

INTRODUCTION

Children Want to Be:

accepted, liked, respected and trusted
friendly
active
inside and behind things
able to test their strength
daring
successful, able to achieve
permitted time to day dream
identified with adults who are important to them
independent
amused
exhilarated by rough play
involved in tasks significant to them
helpful to others
able to explore the joys of living: the dance
able to experiment with instruments
adequate in meeting physical situations
adequate in meeting intellectual situations
supported when hurt
responsible for helping themselves
given an opportunity to explain mistakes
encouraged in their work
free to initiate new activities
free to experiment with old materials in new ways
children want to be themselves

(From: Feelings and Learning,
ACEI Publication, 1965.)

Children, like adults, want and need to be loved and to love. They want to be treated with respect, dignity and equality. Many children, however, enter life with severe constraints imposed upon them and suffer the consequences of society's normative structure. Migrant children certainly fit into this category. The life of those in the migrant stream is a difficult one when viewed from the standard of living most middle-class Americans enjoy. Possessions of migrants are usually limited, they enjoy little permanence of anything and toil long hard hours to maintain their existence.

Migrants enjoy strong family ties and relationships. The family frequently travels the migrant stream together as a unit. They are highly skilled laborers in their vocation knowing all there is about harvesting any given crop. Migrant workers do not travel around working with just any crop that by chance is ready for harvesting. Rather, they become skilled in certain produce such as beans, lettuce, apples, etc. and plan their moves to coincide with the harvest time of a specific crop.

While the parents are traveling up or down one of the three major migrant streams in the United States, their children are generally left to fare for themselves during the day. It has only been in recent years that serious concern has been given to providing day care centers for the younger children and formal schooling for the older children. Gains in both of these areas leave much to be desired in various regions of the country, but hope is high that the positive efforts underway will not only continue but also accelerate.

Schools and communities still do not recognize migrants as contributing members of the social system.

Migrants are not welcomed into communities like other newcomers and must live apart from the tight-knit social structure of the communities. Other forms of employment opportunities, housing within the community, involvement in social activities and even worshiping in church often are denied to migrants. Schools frequently provide primarily a "custodial service" to migrants with little thought given to their learning needs. Many educators are reluctant to see the migrant children arrive and are relieved when they move on to their next stop.

It is little wonder that the migrant children perceive themselves as unwanted; that schools and communities are not part of their life or their families; that they are different than other people; that they cannot learn and that few persons are interested in helping them to even try and learn. Other children and teachers often are hostile toward migrant children and they quickly recognize that they are an unwanted element in the school. A constant pattern of negative reinforcement destroys any existing element of self-worth in their lives. Consequently, the migrant child has little feeling of self-esteem or positive self-concept. It is a well known fact that how a person views themself has direct bearing on his life. For the migrant children who do not view themselves positively, learning potential is severely restricted. Generally speaking, successful students are those who view themselves in positive ways.

A basic assumption underlying the need for this Teacher Resource Guide is that in order for migrant children to lead healthy, constructive and productive lives, they must possess a positive self-concept. Migrant children must see themselves accepted as contributing members of American society. Without a positive self-concept and feeling of worth, little will be accomplished in the migrant child's intellectual and psychological development. Educators must recognize this fact and realize that in order for the schools to succeed for migrants, the first priority must be given to instilling in migrant children valuation of self.

Using Lecky's[1] premise of self-concept that all of an individual's values are organized into a single system, the nucleus of which is the valuation of self, we can say that self-concept is a system of specific attitudes toward oneself. Thus, to alter one's self-concept is to alter attitudes about oneself. In order to maintain a positive self-concept, Friedenburg[2] indicates that one must be able to make a fairly accurate continuing self-appraisal and find the results acceptable. Conditioning to see oneself positively does not occur overnight if most of the past experiences in life have produced feelings of lowered self-concept or esteem.

In recent years educational programs for migrant children have been giving highest priority to the enhancement of self-concept.[3] Perhaps no variable is of more importance in determining whether a person becomes a success or failure as a human being than one's self-concept. In New York State both the Bureau of Migrant Education of the State Education Department and the New York State Migrant Center at the State University College of Arts and Science at Geneseo have supported studies and the development of teaching materials which have had as one of their central purposes the development of positive self-concepts in migrant children. Uppermost in the hierarchy of priorities of educational programs for all migrant children should be the enhancement of a positive self-concept. These educational programs should be directed toward helping the migrant children to become aware of themselves and others as warm, compassionate human beings with feelings and needs. The children should learn that their language is important, as is their way of life and its positive contribution to the life style of others. Success should be an integral element of their life. School and educators should not only be perceived as, but actually be, a happy, positive force in shaping migrant pupils' lives and building the foundation for the development of positive self-concept.

Much has been written about self-concept, but relatively little focus has been given the migrant children.

A considerable amount of materials have been developed for use by educators and other persons working with migrant children's self-concept building. These materials range along a continuum of creativity and usefulness that is quite long. This Teacher Resource Guide attempts to bring together for the first time those materials, methods, research studies and other relevant items pertaining to the development of positive self-concepts in migrant children of both preschool and primary school age. Many people have contributed much time and effort to this undertaking. We thank all these interested persons and do want to recognize the particular contribution made by Dr. Gloria Mattera, Director of the New York State Migrant Center at Geneseo; Mr. Richard Bove, Chief and Mr. Herbert Gaige, Associate, of the Bureau of Migrant Education, State Education Department in Albany, New York; without their support this project could not have taken place. Hopefully, the benefits gained by those migrant children who interact with teachers using this Teacher Resource Guide will serve as ample reward for all those who contributed to its development.

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[1] Prescott Lecky, Self-Consistency (New York: Island Press, 1945).

[2] Edgar Friedenburg. The Vanishing Adolescent (New York: Beacon Press, 1967).

[3] James F. Mangano and Richard C. Towne. Improving Migrant Students' Academic Achievement through Self-Concept Enhancement (Geneseo, New York: Center for Migrant Studies,

WHAT RESEARCH SAYS TO THE TEACHER

Development of Self-Concept

Newborn children are faced with the difficult task of differentiating themselves from the others in their environment. Their world is organized around the environmental stimuli that they attend to. The infant's mastering of his/her environment may be interpreted in a number of ways. Erik Erikson[1] has suggested that initially infants learn a sense of basic trust in the world that they live in. This trust refers to both the trustfulness of others and a fundamental sense of one's own trustworthiness. In his theory the child goes through various stages of which basic trust is the first, in mastering the environment. A child who successfully passes through these stages learns to master his environment by learning basic trust, self control, and initiative.

White[2] has claimed that from infancy children obtain a biologically given sense of pleasure from becoming increasingly competent in mastering their environment. There is an innate drive for competence in this viewpoint. Many, on the other hand, take the position that mastering the environment is a learned process. The child learns that in order to reduce tension and fulfill his/her needs he/she must perform certain behaviors (e.g., when children are hungry they cry and the mother relieves their tension). The result of this learning process is an individual who performs certain behaviors in order to gain positive experiences, and certain behaviors to avoid negative experiences. Mastering the environment is a composite of this seeking out of the positive and avoidance of the negative. Self-concept, as we advance it, deals not only with the actual success that an individual has had in mastering the environment, but also with expectation of success.

Clearly we must develop a model in which children and their environment are mutually interactive and interdependent. The effect of parent on child constitutes the bulk of child psychology research. Only more recently have we considered the child as a causal agent who affects the parent in selective ways, which elicits a specific response which stimulates a further response and so on through an interactive spiral of relationships. As adults, we often find it difficult to accept seemingly inappropriate responses to us by others -- even after we have been told, "It was a bad day." -- and sometimes wonder if there is something wrong with us. Children lack this greater experience and knowledge and assume that if they are badly treated or ignored it is because they deserve it. They learn not only that they are deserving of poor or harsh treatment but also that to a large degree they are incompetent in handling their environment.

The type of self-concept that the child develops is molded by the way that significant others in the child's life see him, act with him, and tell him how he is liked. These others help children to learn their sense of self in three ways. First, they teach the child to associate a certain feeling of high or low self-concept with common life experiences.

> . . . if the infant spends most of his waking hours being comfortable and if the responses to his cries of discomfort are fairly immediate, he begins to develop the notion that the world is a pretty good place and that he must be a fairly good person to be kept this comfortable. If, however, little is done to meet his efforts, then he begins to develop the feeling the world is "not so hot", that he doesn't rate, and that he has little control over things . . .

In this way experiences become associated with how children view themselves. The summed sequence of these experiences form a general pattern that comes to be associated with the way that they see themselves in the world. This is essentially a respondent learning process.

A second way that children learn a sense of self-concept is through direct reward and punishment, essentially operant or instrumental learning. If children complete a task, say infants picking up a ball, they generally feel good. There is a sense of completion, a sense of accomplishment. From completing the task they may have a good sense of self (a high self-concept). If their mother comes over, grabs the ball, and tells them, "You're naughty!", this can become a consequence that can shape a negative sense of self. If on the other hand the mother came over, caresses them and tells them, "You're a good boy or girl," the result might be a positive sense of self. Clearly, one isolated incident will not determine the child's self-concept. The learning of one's self-concept is a complex process that is a sum total of all the experiences that a child goes through.

Another way that children learn their sense of self-concept is through watching the significant others around them. If a young boy's father has a poor self-image, it is not hard to see how he can communicate it to his son. If he is unemployed and blames himself, the child may learn to blame himself in similar situations. In all probability a young boy models the behavior of his father, and the young girl models the behavior of the mother. If the only models the young child has are ones that have negative self-images, it seems more likely that the child too, will develop a negative self-concept. This is, after all, the way that real grown-ups feel toward themselves. Low self-concept is then immature and perhaps bad.

In the early years of life children have limited exposure to other individuals. The parents play the dominant role in shaping their self-concept. Except for other family members, children see only their parents. They are the ones with whom they associate experiences. They are the ones that reward and punish them. They are the ones they model their behavior after. In early life the parents can, and often do, determine the development of the child's self-concept.

> . . . as a general rule, we can say that any behavior of significant people that causes the young child to think ill of himself, to feel inadequate, incapable, unworthy, unwanted, unloved, or unable is crippling to the self where respect and warmth are missing, where the child's questions go unanswered, where his offers to help are rejected, where his discipline is based on failure and punishment, where he is excluded from his parent's emotional life, and where his basic rights are abused, there his self is undermined. It is vital for parents to remember the simple rule that they must have respect for and confidence in their children before their children can have self respect or self confidence.[3]

Experimental evidence[4,5] supports the position that parental attitudes towards the child shapes the way that the child's self-concept develops. Ames[6] has tagged the crucial period in the home for the development of the self-image as age one month to three and a half years. After this age (about 3½ years) children are less under the influence of the parents. They begin to see relatives more often, peers, and sometimes outsiders (e.g., friends of the family, health care workers, social workers). Essentially, of course, the child's self-concept has been formed already. This period from 3½-5 years is a period of confirmation of that previous self-concept. In the interactions that take place children are likely to act as they did with their parents. Often a self fulfilling prophecy[7] will result. Other individuals will begin to accept and to expect certain behaviors from children, i.e., that they should act one way rather than another. An example of this might be the child who is told by his big brother that he is stupid and acts stupid although he really is not. When acting in the expected manner there is mutual confirmation, mutual reinforcement; the child subsequently is likely to have the same self-concept at the end of this period that he had at the beginning of the period. However, whatever is learned at one time is subject to later modification.

Finally, the child is ready to enter a school situation. The school is crucial for the development of self-concept because it is an environment that structures children's living situations for six or seven hours a day for many years of their life. Children often see the teacher for more hours in agiven week than they do of their own parents. The school, and especially the teacher, can have a reverberating effect upon the self-concept of the child. The teacher has all the essential tools necessary for affecting the child. The teacher can effect the child's self-concept by association, by reward and punishment, and by being a model. The teacher must prevent him/her self from assuming that the child's self-concept is a stagnant entity, and will not change. If, for instance, children come into a classroom with low self-concept the teacher cannot simply say, "The child is a loser," and subtly give up. The teacher must recognize that self-concept is a dynamic entity that is constantly changing. Assumptions that the child does not change can result in a "self fulfilling prophecy." Furthermore, the teacher must be aware that in addition to self-concept varying from one time to another it also varies from place to place. That is, self-concept is a situationally specific variable. Because children have poor self-concept in their home does not necessarily mean that they will have poor self-concept in the classroom. Often, children who are in some way intimidated by the school environment are the ones to have the lowest self-concept. It is important at this point to ask whether a child has low self-concept in the home, or if indeed he/she has high self-concept outside the school environment. If a child does have high self-concept outside of the school the teacher might assume that there is something about the school, or the teacher, that is the cause of the lowered self-concept. It is within the power of every classroom teacher to teach the child to like school, to not be intimidated, and to have high self-concept in the classroom.

Self-concept can be viewed as the sense of self that children attain through the accumlation of experience in their environment. Children start learning this sense of self in infancy and get more feedback as their life space branches out to other individuals. The school environment, and especially the early years of schooling, can be seen as crucial to the development of self-concept in the child. The teacher has control over the associations, the rewards and punishments, and the models the child is exposed to. For this reason teachers should be aware of the power that they wield. Success experiences are probably the most potent single source of increased self-concept in the school setting. In early childhood education, the degree to which a child will experience success is largely determined by the teacher.

Strengths of the Migrant Child

The migrant life style necessitates that the child be a product of a transient environment. This transient environment that the child is subject to has the effect of strengthening the psychological organization of the child in ways that teachers of migrant children are not often aware of. In fact, there are many strengths that these children possess that have importance for a program of educational intervention designed to increase the migrant child's self-concept.

It is clear that migrant children must constantly be adapting to new settings. They are regularly moved from one place to another, usually not knowing where they are or where they will be. They certainly have no choice in the decision process. Still, they learn to deal with one diverse situation after another. The teacher should be aware of the positive aspect of this adaptive nature that the migrant child develops. As Davis[8] has pointed out the migrant child is well able to shift from one role to another without too many difficulties.

Migrant children typically have lived in many parts of the country. Hence they meet many children from these different parts of the nation and share experiences and knowledge with them. Since they themselves live in many places they can learn about many aspects of life that the non-migrant child will not come across for many years. Among other areas these include nature, the weather, agriculture, and living outdoors. Clearly, the migrant child has a heterogeneity of experience that the teacher should utilize.

We have already discussed the migrant family and the positive effect that it has upon the migrant child because of its cohesive properties that centers around traveling and working together. In addition, the family is a source of other strengths that are typical of the migrant child. The migrant family is usually an oral culture. There is relatively little writing in the culture. Because of this there is a high concentration on oral behavior, and a high value placed on storytelling. Storytelling for the migrant child might be a very useful source of creativity and self expression. There are several other strengths that migrant children obtain from their family. They are not hidden from the hard realities of life. They are exposed to desertion, unemployment, adultery, and the harsh realities of economic negations. They must learn to physically fight back at times; when to run, argue or play dumb under a wide range of stimulus conditions. Since migrant families are generally poor the children must learn to survive on little or no money. Finally, the migrant children, boy or girl, must assume responsibility at a very early age. Working in the fields and/or taking care of younger siblings can be an integral part of their lives by age 5 or 6. It should be noted that in most cases these children have to learn migrant skills in addition to the learning expected of comparable non-migrant children. Usually they have a relatively stable home setting -- they just have somewhat long and strenuous "vacations." When they are back home they still have to develop the competencies and knowledge appropriate for "rootedness."

If the child of a well-to-do family undertook the same trip as a member of a migrant family in order to enrich his experiential background, one wonders how he would be viewed and treated by school personnel when returning to the school environment.

Development of Self-Concept in Migrant Children

We have suggested that self-concept is not an attribute that the individual is born with. On the contrary, it is something that the individual learns postnatally. Further, we suggested that it is not a stagnant entity; that it does change from time to time, and from place to place. We have also added that the teacher, particularly in early childhood, can have a dynamic effect upon the growth of the child's self-concept. Further the teacher should be aware that although the same learning processes are evident in the development of all children's self-concept, each child possesses a different set of experiences that largely determine what his/her self-concept will be like. Some experiences are conducive to high self-concept. An example of this might be children who do an adequate job and complete their tasks. Their parents give them a kiss; their teacher gives them a good grade; their peers give them social approval. They are told that they are a success, they feel and act successful. On the other hand, some children have experiences that are conducive to low self-concept. An example of this might be children who do just as adequate a job as the first ones, but for some reason are a bit slower and do not complete their task quite on time. Their parents grumble at them; their teacher gives them a poor grade; their peers walk away from them.

They are told that they are failures and act like failures. They are likely candidates for low self-concept just as the first children are likely candidates for high self-concept. It is these differences in experiences that determines the direction of their self-concept. While each of us can cite exceptional individuals and fragments of case histories, the trend remains much the same for most children.

Life styles create the bulk of experiences that the child grows up with. The migrant child grows up with a unique set of experiences associated with the migrant life style. They are not experiences that can be associated with a particular race, or a particular social economic status, or a unique region of the country. They are unique to the migrant and have the effect of shaping a certain type of self-concept in the migrant child. There are essentially three characteristics of the migrant experience that contribute to the growth of a unique type of self-concept. These are: 1) the transiency of their experiences; 2) the family cohesion of the migrant family; and 3) the way that the school is perceived.

Transiency of the Migrant Experience and Its Effect on Self-Concept

Migrant children move with the seasons. Typically, they are unlikely to stay in a given place for more than a few months at a time. Often they will spend the winter at a home base and constantly be on the move until they return to that home base for the next winter. Depending upon the work available, the migrant family may spend as little as two days in an area or as long as six months.

Clearly, such an existence must have a unique effect upon migrant children and the way that their self-concept develops. We have entertained the thought that migrant children are aware of the temporary nature of their existence, and this may have a deleterious effect on the growth of self-concept in and of itself. That is, time can be conceived of as being time enough to make some choices involving long-term consequences in an environment. In a transient lifestyle there are severe limitations on the kind of choices available and in the degree to which the child can know and relate to consequences. If children are whisked away without having the opportunity to come to any conclusions about a place or a friend they can feel at a loss. This in turn could lead to low self-concept. It is the opinion of many that this indeed, may be the case for children older than seven years. However, research (Piaget) tells us that before that age the child's concept of time can only deal with time spans much shorter than the usual time spent at a given place of employment for migrant children.

Generally the effects of the temporary environment of the migrant child are of an interpersonal nature. There are for instance, problems with continuity of friendships. Most of the children that they meet in migrant camps and in schools will only be seen for short durations. Every friendship that the child has is of a transitory or intermittent nature. Transitory friendships do not allow meaningful types of interpersonal interactions to take place and intermittent ones are little better. There are no other individuals (outside of the family) to reify one's existence, to give the child long term self-correcting feedback, and to ensure high self-concept. A great deal of the migrant child's encounters with other children are in the school situation, and often they will be with non-migrant children. Typically migrant children will be rejected by non-migrant children. They will be looked upon as outsiders, as children who do not belong, as children who are different in a negative way. Because they often do not have peers to turn to for support, migrant children will come to believe that they really are different. They will feel different; they will act like they are different; and they will in fact be different. Not unique, different. Peculiar. These feelings of rejection will certainly have a negative effect on the migrant child's self-concept. It is often the case that teachers have this same effect of rejecting migrant children because they will only be in the classroom for a short period of time. Since migrant children are not regular students they are treated differently. They are viewed as transients who are "not my responsibility, but someone else's responsibility." In essense, a custodial rather than educational responsibility is felt. This is an attitude that must be changed. At its best, child rearing is a most difficult task; when migrant parents place their children under the guidance and care of trained professionals, only to find them treated as charges rather than learners, the difficult becomes almost impossible.

The Family Cohesion of the Migrant Family and Its Effect on Self-Concept

The migrant family is a closely knit group. The children travel with the parents from place to place and are subject to the same treatment as them. They suffer and endure and rejoice with them. The family functions as a psychological life support system traveling through hostile space. Though children may feel rejected by people outside their immediate family, they have strong support systems from the family itself. Many times migrant children are working in the fields with the rest of the family before they ever go to school. They are working members of the family, and they are taught that they must work to help the family survive. An intense bond is built around the fact that the children are necessary for the family to function and the child will usually feel very secure in the bond. Indeed, the family is a source of high self-concept for the migrant child. To the degree that migrant children help, they are an economic asset and justify their existence. Most urban American children are an economic liability and at best a luxury.

Much of the migrant family's values though, run counter to others that the child is exposed to. For instance, there are different decision making processes that the migrant child must deal with in the family situation and in the classroom situation. In the family, the decisions are usually autocratically made by the family head. In school, there is likely to be some sort of group process toward making a decision. Migrant children are not used to this, and it may have an effect on how they act in a group situation. Some children may just withdraw from the group and not participate in group activities. Others may overreact and try to impose themselves on the group. Both are usually seen by the teacher as poor courses of action. Furthermore, the migrant family generally keeps all its possessions in common. Whatever the parents have the children have. When he gets to school the child must learn a stricter concept of "my pencil" or "my desk."

The family bond for the migrant child is often a source of high self-concept. When children are with the family unit they are supported, just as in turn they support. They are viewed as fellow workers at a very young age, and are made to feel worthy, and needed. Both boys and girls go out to work in the fields before school age. Both boys and girls take care of younger siblings before school age. Assuredly, migrant children have different feelings about themselves in a family situation than they do outside the family.

The Way That School is Perceived and Its Effect on Self-Concept

Migrant children are seen, and see themselves, as functional entities in the migrant family. They work with the rest of the family and enjoy the feelings of cohesiveness that the other group members feel and their feelings of self-adequacy are enhanced. This is essentially the opposite type of feeling they get from being in the classroom. In the classroom they are likely to feel rejected by both teachers and peers. They do not feel part of the group and feel inadequate. Children quite reasonably state that they do not wish to go to school. They would rather stay at home.

The situation is, of course, more complicated than this. Migrant parents like any other parents want their children to go to school and learn how to read and write. Yet they realize that the children are needed to work and will not hesitate to keep them home. Mainstream society, on the other hand, does not advocate having the children work and authorities attempt to keep the children in school. This results in a very complicated situation, but clearly more often than not, the children end up with a negative attitude toward going to school.

Situation Specific Self-Concept

An approach to self-concept as a learned process must take into account the fact that a behavior pattern that is learned in one situation may be unlike a behavior pattern that is learned in a different situation. Children in a classroom attend to certain relevant stimuli in that classroom. For instance, they may notice that when they talk out of turn in Mrs. X's classroom they are punished. Since they do not like to be punished they may dislike Mrs. X. When they enter her classroom they fear the possible consequences of their actions and shy away. On the other hand, because Mrs. Y does not punish them they enjoy going to her classroom. They are not afraid of the possible consequences and appear to be very open and involved in discussions with the other children. In both of these cases the teachers have served as examples of discriminative stimuli for certain types of behavior on the child's part.

If we take these behaviors to be indicators of self-concept in the child we might say that Mrs. X generates low self-concept whereas Mrs. Y generates high self-concept.

We can see this process operating in the life of the migrant child. Often just being in the classroom, or seeing non-migrant peers, or hearing a lecture from the teacher, or simply entering the school itself may serve as a discriminitive stimulus for low self-concept. On the other hand, when children are with their parents, or in the fields, or in their home, similar stimuli may serve as cues for high self-concept. The experimental evidence tends to support this hypothesis[9]. One evaluation report in Florida has stated that:

> . . . because of the nomadic type of existence migrant children are forced to lead, it would be easy to hypothesize that many of these children would display signs of emotional maladjustment. . . .
>
> . . . on the contrary, these children evidence a well-integrated personality makeup.
>
> . . . migrant children consistently project an adequate sense of "personal worth" within their own subculture; however, when required to compete in a different culture, or in an academic setting consisting of both resident and nonresident students their normally adequate self-concept becomes deflated.[10]

Children are considered a "success" as defined by the power, significance, virtue, and competence[11] that they possess in one situation. These same factors contribute to a definition of "not being a success" in another situation.

Generally speaking, then, we might conclude that children who master a specific aspect of their environment might retain a sense of high self-concept in that particular aspect whereas children who fail to master this aspect of their environment may in fact exit with a sense of low self-concept within that particular aspect of their environment.

Consequently the teacher must be aware that the child's self-concept is not an unmodifiable entity. It will only remain stable if the cues in that environment remain stable. If the child enters the classroom and exhibits low self-concept we may then propose that some modification of the learning environment is in order, one that is more consonant with the cultural values and expectations of the individual child. To do this one must be aware of the strengths of the child. Sometimes the teacher may not be aware of the strengths that the child has obtained from his/her culture. Often, this is the case with the teacher of the migrant child.

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ILLUSTRATIVE BEHAVIORAL LEARNING OBJECTIVES FOR PUPILS AND PROCESS OBJECTIVES FOR TEACHERS

In this section we will first describe the typical characteristics of both high self-concept and low self-concept children. Then we will translate those characteristics into a set of illustrative behavioral objectives for both pupils and teachers aimed at developing positive self-concepts in migrant children.

Understanding the Nature of High Self-Concept and Low Self-Concept Children

The young child with low self-concept (LSC) tends to see the school environment as very threatening. Children of this type will reveal very little of themselves and volunteer activity infrequently. They hoard their resources to be able to cope with threats and attacks. It is as if the child, in Erich Fromm's terms, has no expectation of being accorded any degree of "mother's love" from the strange people who surround him/her; likewise, these feelings of being among strangers frustrate hopes of earning a "father's type of love." The child's own fear and dependency, coupled with treatment as an inferior being, quickly leads to an attitude of hostility. The fearful child, trapped in an environment alien to his/her home experiences, overwhelmed by strangers, only dimly aware that there is a game -- much less rules -- but acutely aware of defeat, will retreat within the only available shelter, "Fortress Self." There he/she will stay, reacting to assaults on his/her outer defenses, strengthening the walls between self and others until such time as events hopefully will permit behavior more positive than mere reaction to external pressures.

Accordingly, we can characterize the LSC child as largely reactive, responding to most external stimuli as real or potential threats, and behaving to protect self from the unfriendly environment. On the other hand, the high self-concept (HSC) child tends toward initiating. autonomous behaviors and/or following-cooperating-joining behaviors. The more autonomous child is readily distinguishable from the LSC child in that it is often difficult to get him to respond at all to external stimuli whether they be from teacher or peer, or prescribe playtime, resting time, or whatever. The HSC child definitely hears another drummer, self-within-self, and likes what he hears. The joiner is more often the "all around good fellow" and, far from reacting negatively to external stimuli, he/she gladly seeks the stimuli that suit his/her mood of the moment and joins in activity with the kind of person he/she is.

A note of caution is appropriate at this point. The autonomous, introverted child may at first seem to fit the description of the LSC child. Ask yourself: (1) Does the child merely respond to external demands or pressures? Or, (2) does the child seem to be proceeding along some planned, or hedonic course of action? The LSC child is alone most or all of the time because he/she has no personal plans for pleasurable activities, and hence no choices to make other than to avoid any contacts, actions, or relationships which might constitute a demand, challenge, or threat. The HSC introvert is selective in responses to people and things; he/she will accept, use and even join with people who fit his/her plans or display interests that mesh with his or hers. He/she may show little apprehension toward the other children -- those who don't fit into his/her plans; they are simply considered to be in the way much of the time.

It has been suggested that there are two bi-polar personality patterns developing during early childhood which have peculiar relevance for Early Childhood Education in general and especially for those concerned with the affective domain. They are identified as follows:

The Reactive Child, characterized by LSC, is defensive in the face of a threatening world and withdraws the growing self into a small compact unit for maximum conservation of energies against the frequent times when defense will be necessary. There is a rapid growth of defense mechanisms at the expense of other growth. In any but the most benign environment, the child's responses are largely reactions to external stimuli which are primarily perceived as real or potential threats. Behaviors are predominately avoidant-defensive reactions to the environment. There is little joy, no spontaneity and inhibited curiosity.

The Proactive Child, characterized by relatively high self-concept, tends to act out his/her own plans by personal rules and pays little attention to external stimuli. Another type of proactive child is typified by the cooperator-joiner-follower who attends closely to the interesting stimuli around him/her and takes part in activities prompted by the stimuli. For proactive children the world is often an interesting challenge, a fascinating puzzle, and play is their business.

Self-Concept in Preschool Children. Low self-concept during the early, pre-school, years will tend to be experienced as a conviction that one is inferior, of little value, a nuisance at best, largely uncared for, unloved. The child sees himself as having almost no potency or leverage in the external world. These children have little power to initiate or control what is done to and for them. This is a painful situation and through the preschool and kindergarten years the children will move toward adjustment or defense mechanisms, many of which will be well established and integrated into a whole by the time they enter into formal schooling.

The younger preschool child with low self-concept will have relatively few fully functioning defense mechanisms and will tend to react quickly and very strongly to expressions of care and loving. In brief, the teacher can note a fairly quick and very strongly dependent response to warm, supportive behaviors which are convincing. In the exceptional case where the child has been abused, it can take longer to get through to him/her, and the child may be more fearfully suspicious. In the main, however, early in the relationship one would expect a fairly quick response to kindness followed by a strong dependency and persistent fear of losing the protective-loving figure of the teacher. Here one typically would observe the child clinging and pressing close to the teacher as much as possible, fearfully crying, fretting, and seeking when the teacher is out of sight. Further, there would be an unwillingness to share the teacher with other children; jealousy would be evident whenever the teacher attends to other children; virtually full attention would be directed toward the teacher; and little willingness or ability to play or do anything which will dilute or interrupt the full attachment to the teacher would be evident. The strength of the attachment should be inversely related to the degree of self-concept. It is important to note that the LSC child reacts directly to the warmth and support extended by the teacher rather than actively seeking, demanding, or earning love.

Self-Concept in Primary School Children. By the time the LSC child enters formal schooling his/her defenses are fairly well established. The child knows and is convinced that he/she is inferior, incompetent, unable to cope with the school environment as well as the other children. Given this sure knowledge of inferiority and essential powerlessness, the child must nonetheless cope with school five days a week -- even though he/she knows he/she probably cannot tolerate this situation. The child responds by gathering himself/herself into the smallest psychological and physical life space in order to present the least target and to escape notice as much as possible. Such children husband their strength within this space and react when they have to with minimum energy loss and with the least exposure. They are, in short, reactive rather than proactive. Out of fear, they do not follow their curiosity or respond adequately to challenge. The strength and/or nature of the reactive response is relatively unimportant for the diagnosis of self-concept. Whether they respond with fright or glee, in a hyper-active or hypo-active mode, or in whatever combination, the crucial point is the degree to which the child is merely reactive rather than proactive.

Characteristic Behaviors of High Self-Concept and Low Self-Concept Children

Some typical behaviors of HSC and LSC children include the following:

1. LSC children will tend to look more solemn, sad and apprehensive with occasional incidence of reactive giggling or laughter plus a relatively low incidence of smiling. In young children, LSC and smiling are very poorly correlated as compared to HSC children and smiling.
2. LSC children will tend to stay closer to the appropriate sex-role behaviors, with the lower levels of the LSC children staying very close to the stereotyped sex-role behaviors and attitudes. Relatively HSC girls will be more likely to take the roles of father, brother, etc., whereas in class activities the lower LSC girls are less likely to be assigned the favored roles of mother or teacher, will not accept male roles, and

partly because of t is, are more likely to be spectators or excluded from activities.

3. LSC children who go off to play with or by themselves will tend to closely imitate the play setting and styles of the highest HSC children. When there is a new feature, style or setting introduced, it will most likely come from HSC children and be copied by the LSC children.
4. LSC children, particularly in preschool and kindergarten will tend to become relatively strongly attached to one or a small group of toys and use them to the exclusion of other toys. They will actively avoid leaving the toy where some other child can find it or pick it up. At the end of the day, they will try to hide the toy in some place which is, for them, an unlikely place for other children to be able to find it.
5. Particularly during the first few weeks of their entry into the

classroom. LSC children will tend to be actively withdrawn, often watchfully withdrawn.

6. The child with good self-concept will tend to be a leader in many situations, or one of the leaders in most situations. Children with somewhat poor self-concept may insist on leadership in all or most situations, and will blunder when leadership is given, usually through overly authoritarian assertiveness.

7. HSC children will tend to seek out and respond well to competition; the more highly selective the child is, within reasonable limits, the better the self-concept. Avoidance of competitive situations is not, in and of itself, a very strong indicator of LSC.

8. Where the child is more likely than most children to see himself/herself as having control -- as the doer rather than the done-to -- he/she tends to be relatively high in self-concept.

10. A relatively high dependency by children on the teacher for approval, guidance,

reassurance, contact, protection, etc. are strong indicators of LSC; however, the converse is not necessarily predictive of HSC.

11. HSC children will tend to have more friends and playmates than LSC children. An even more discriminating factor is that LSC children who have friends in school will tend to have a single friend with whom they will have a parasitic relationship, which will lean toward a passive-dependent relationship or a domineering-manipulative relationship.

12. LSC children will tend to engage in more repetitive behaviors, more routine and ritualized behaviors than HSC children.

13. The LSC child, when placed in a new setting such as a school, will during the first few weeks, sometimes months, present a fairly typical appearance of a "lost" child, bewildered and withdrawn. Whatever else is happening, he/she is not part of it. He/she is oblivious, unfocused, vague. Most common in younger children, this situation is observable

during early first grade and is much less common in older primary grades.

14. In bilingual migrants, a no comprende response is most often associated with a fairly good sense of self-concept, whereas the nonverbal response accompanied by a vacant stare and a straight face is usually a variant on the "lost" child withdrawal reaction.

15. LSC children will tend to complete relatively fewer tasks; they will tend to hide, deface or throw away completed products, and typically will not take them home. The converse is usually true for HSC children.

16. LSC children will tend to maintain a significant distance between themselves and other children whenever it is possible for them to do so. If they are placed close-by the teacher, they will tend to move away somewhat, very soon. In older primary children, when the teacher tries to sit down by the LSC children, they will tend to move away and maintain their distance from the teacher.

Indicators of High Self-Concept as Basis for Behavioral Objectives

In developing this Teacher Resource Guide, we identified a number of indicators of positive self-concept from an extensive review of relevant literature and an examination of numerous practices and materials used by educators interested in improving the self-concepts of migrant children. From this set of indicators, we developed an evaluative instrument entitled "Indicators of Positive Self-Concept" and validated it through a national panel of experts in migrant education. These indicators of positive self-concept then were used as the basis for preparing the set of illustrative behavioral, i.e., measurable, objectives presented in the next section. Stating the indicators as objectives can make them operationally relevant for the teacher. The behavioral objectives are presented in two groups: Pupil Learning Objectives, and Teacher Process Objectives. The former focus upon observable pupil activities that demonstrate positive self-concept; the latter focus upon observable teacher activities aimed at enhancing pupils' positive self-esteem.

Illustrative Behavioral Learning Objectives for Pupils and Process Objectives for Teachers

Recently, a new methodology has been developed to aid capable teachers to become even more effective. It is the use of a technique known as the behavioral objective.

The principal benefit of the behavioral objective is greater clarity of instructional purpose through increased specificity of what learners actually will be able to do as a result of instruction. The precise statement of learning objectives in measurable terms stimulates the creative teacher to translate those objectives into curriculum choices and instructional strategies that will enable the pupil to learn effectively.

A behavioral objective typically has four characteristics.[1] First, it describes the performer, e.g., pupils, class, group, or teacher. Second, it describes the conditions under which the performer will operate (the setting) as he demonstrates accomplishment of the objective. An example might be a student-secretary's use of an electric typewriter (a condition) to transcribe dictation from a recording machine (a condition). Third, the behavioral objective describes what Observable act the performer will execute to demonstrate accomplishment of the objective. This represents the desired result or outcome, and is the central characteristic of the behavioral objective. Finally, the statement of the behavioral objective specifies the level of performance expected, e.g., correctly solve seven out of ten long-division problems in thirty minutes.

To further help you to understand and use behavioral objectives, we present below some illustrative learning objectives to enhance positive self-concepts of migrant children. We include also some process objectives that teachers might find useful as they strive to help their students to improve their self-concepts. You may find that you want to adopt some of the suggested objectives as they are. Others you may wish to use as thought-starters for developing your own set of behaviorally-stated objectives.

Pupil Learning Objectives

1. A group of not more than ____ pupils in a ____ minute discussion with the teacher will mention at least six ways in which the work of migrants helps other people. Each pupil will mention at least one way.

2. Standing in front of a mirror, the pupil will describe orally the color of his/her hair, eyes, and skin with 100% accuracy.

3. Given a self-characteristic, e.g., height, weight, achievement in a favorite subject, the pupil will keep a weekly semester-long self-record with at least 90% completeness.

4. The pupil will describe to the class a favorite place visited or a favorite personal experience, using at least five different adjectives.

5. A group of not more than ____ pupils in a ____minute discussion with the teacher on the topic "Who Am I?" will mention at least six relationships of self with elements in the environment, e.g. personal belongings, self as a family member, self as a class member, self as a friend to someone, self in a group photograph. Each pupil will mention at least one relationship.

6. In a ____minute class discussion with the teacher on the topic "How I Feel Today," the pupils will express a total of at least five different personal emotions, e.g. pride, happiness, and sadness. At least 90% of the pupils will express at least one emotion.

7. Given instructions to think of everyone he/she knows and then to make a list of the "Things I Like About Other People," the pupil will write at least seven characteristics.

8. Listening to a tape recording of his/her participation in a conversation among three to six peers, the student will correctly identify his/her voice.

9. During each semester, the student will produce at least one complete project expressing creativity as judged by the teacher.

10. The class collectively will plan and produce during each school year at least one complete creative project which includes identifiable contributions from each student as observed by the teacher.

11. The student will complete a simple checklist of items on "Tidy Personal Appearance" during self-examination before a full-length mirror each day for at least two consecutive weeks.

12. Given instructions to make a list of "Ways I Can be Healthy," the student will list at least six desirable personal health practices.

13. In a group of not more than ____ students in a ____minute discussion with the teacher on the topic "Desirable Health Habits Practiced During the Past Week," at least 80% of the students will describe at least one habit.

14. One week after the discussion described in #13 above, the same group of students will have a ____minute discussion with the teacher on "New Desirable Health Habits Practiced During the Past Week." At least 75% of the students will report at least one new health habit.

15. Given directions to draw a picture of "Someone Who Loves Me," and another of "Someone I Love," the pupil will complete each drawing and identify the persons privately to the teacher.

16. Each non-white pupil, in a small group discussion with the teacher, will describe at least two contributions that members of his/her race or ethnic group have made to help other people in our country.

17. After viewing a 5-10 minute video-tape playback of class members and the teacher engaged in one or more class activities, the student will identify in writing one or more persons he/she liked on the video-tape (self and/or others), and for each person will state at least one reason why.

18. Given a class photograph of at least 10 individuals pictured, the pupil will correctly indicate himself/herself.

19. While listening to a tape recording of all the names in the class, the pupil will raise his/her hand when his/her name is mentioned.

20. After listening to a brief biography of a real person, e.g., Abraham Lincoln, Malcolm X), the pupil will indicate at least one instance in which the person was successful in achieving a goal or desire and one instance in which the person was not successful.

21. The teacher will tell the class a story about the person who is understanding and patient and a person who is not. Each pupil will then indicate his/her liking for the former person.

22. Each pupil in the class will submit to the teacher a suitable object belonging to him/her. The teacher will then take all objects to the front of the room and hold them aloft one by one. Each pupil will correctly identify his/her object.

23. The teacher will place a full-length mirror in the classroom with ready access by all students. At least once a week, each student will voluntarily go to the mirror and look at himself/herself.

24. The teacher will obtain some audio-visual aid (10 to 20 minutes long) on some aspect of health and show it to the class. Each pupil will remain seated during the showing without unnecessary talking.

25. During the course of a 5-10 minute discussion between the teacher and the class, the teacher will praise approximately five students. After the conversation, the teacher will say: "In the past 5-10 minutes, I have praised some pupils. Will each pupil that I praised please stand up -- with no coaching from the audience." Each of the praised students should then stand.

26. When asked by the teacher to assume responsibility for some classroom task, e.g., emptying the basket for a week, cleaning the boards for a week, the pupil will agree to do the task.

27. When asked by the teacher to share with the class some personal experience, the pupil will agree.

28. When asked by the teacher to assume a leadership role in some class project or task, the pupil will agree.

29. The non-white pupil, in a small group discussion with the teacher, will describe at least two aspects of art characteristic of his ethnic culture.

30. The non-white pupil, in a small group discussion with the teacher, will describe at least two aspects of music characteristic of his ethnic culture.

31. The non-white pupil, in a small group discussion with the teacher, will describe at least three kinds of food characteristic of his ethnic culture.

32. The pupil, in a small group discussion with the teacher, will identify at least four foods and/or beverages that he/she personally enjoys eating or drinking.

33. Given instructions to make a list of "Things That Make Me Happy," the pupil will record at least five jouful phenomena.

34. Given an opportunity to observe himself before a full-length mirror playing a musical instrument, e.g., a tambourine, the pupil will portray that experience in a picture he/she draws.

35. Upon return from a field-trip, and given instructions to list or draw pictures of "Things ____________________ (Name of Pupil, e.g. Joseph) Liked on the Trip to the ____________________ (Name of Place Visited, e.g. ____________ Park or Restaurant)," the pupil will identify at least three joyful experiences or observations.

36. The pupil is encouraged to see himself honestly and realistically when, given instructions to think of and write "What ____________________ (Name of Pupil, e.g. Mary) Can Do to Become a Better Person" he or she records at least three desired self-improvement activities.

37. In a class discussion with the teacher on the topic, "Things I Might Like to Do But Should Not Do Because Other People Might Dislike Them," the pupils will demonstrate possession of social conscience by specifying at least ten anti-social behaviors.

38. After the first week of school, each new pupil will evidence acceptance by classmates by observed sociable interaction with at least two classmates on any given school day.

39. The mature pupil demonstrates vocational knowledge and related self-insights gained through school guidance and counseling, by writing a career prescription for himself in which he/she specifies selection of a work-path, reasons for the selection, and ways to prepare for his chosen vocation.

40. In a small group session, at least 70% of the pupils will tell one story or folk tale from his culture, e.g. "A Story Heard at Home."

41. The class will plan and eat a luncheon that demonstrates the pupils' knowledge and application of at least five principles of nutrition that can be useful to each person in helping him to do good work, look good and grow healthily. Members of the class will describe orally the principles of nutrition evidenced in the luncheon.

42. The pupil will demonstrate self-awareness through creation of a "Self-Concept" book. Examples of items that might be included are a picture of "My House," a picture of "Me," and a picture of "Mom and Dad". Other examples are "Sisters and Brothers," "Pets I Have or Would Like to Have," "Things I Like to Do," "My Favorite Vegetables," "Favorite Fruits," "How I Help at Home," and "How I Help at School."

43. Given instructions by the teacher "To select a person whom you admire, tell why you admire him, and relate any similar characteristics you have in common with the character (e.g., TV character, comic characters, famous personalities)," the pupil will identify at least six admirable characteristics of the person he/she admires and further specify at least three of the characteristics, he/she, the pupil, shares in common with the character selected.

44. The pupil will demonstrate self-identification by writing a brief autobiography which describes at least ten facts of his/her life. Examples might include: Where I Was Born, Where I Have Lived, Where I Live Now, Names

of People in my Family, My Father's (Mother's) Occupation, Names of My Friends, My Hobbies, and Things I Do for Fun.

45. Given appropriate instructions by the teacher, the pupil will imagine himself at age one and draw a picture of what he/she might have been doing then. He then imagines himself at age ____(in the future) and draws a picture of what he might be doing at that time.

46. Given instructions by the teacher to tell the class what he does in the family unit in the morning, after school, and in the evening, and to describe how what he does differs from what other family members do, the pupil will describe at least eight of his/her activities in the family, and state at least three ways his activities differ from those of other family members.

47. The pupil will demonstrate identification with his parents' occupation by drawing pictures of at least three fields of crops with which he/she is familiar.

48. Given instructions by the teacher to write about what problems he/she has now, but will not have when he grows up, the pupil will describe at least three such problems.

49. After the class views the film "What to Do About Upset Feelings,"[2] in a discussion with the teacher, class members will describe at least six ways of dealing constructively with upset feelings.

50. The pupil will exhibit the skill of personal measurement by describing at least four personal reactions or actions in a brief composition on one of the following topics: (a) What I Would Do if My Family Pet Died," or (b) What I Would Do if My Mother or Father Went to the Hospital.

51. Given appropriate instructions by the teacher early in the semester, the pupil will develop a list of realistic tasks that he would like to accomplish during the semester. As he masters each of these, it is marked off on a mimeographed sheet which the teacher has constructed. The pupil will check off most of the tasks by the end of the semester.

52. Pupils in a small group discussion with the teacher will demonstrate ability to project self-image by orally completing the statement: "If I were a Kind I would __________________;" or, "If I were a Queen I would __________________."

53. Given instructions by the teacher to pretend that he suddenly became rich and had all the money he/she wanted, and to write a paper or draw a picture describing what he would do with the money during the next month, the pupil will delineate five dispositions of the money.

54. In a small group setting when the teacher asks for volunteers to play the role of a child who is displaying the quality of cooperation (Or sincerity, loyalty, etc.) more than 50% of the pupils will perform the role to the satisfaction of the teacher.

55. Throughout the school year, the pupil will complete a log on the differing backgrounds of all guests representing various backgrounds who visited the class during the year.

56. A group of pupils will demonstrate knowledge of causes of negative and/or positive feelings by writing a puppet play about the problems of a boy or girl growing up.

57. From a list of personal characteristics that the class has devised, the pupil will list at least ten of the characteristics that describe him/her, e.g., short, happy, stout, brown hair, blue eyes.

58. In a small group situation, given instructions to orally complete the sentence: "When I Made My Home on the Moon I Took ____________," each pupil will contribute at least two "special" objects or persons he would take.

Teacher Process Objectives

1. The teacher will join other teachers in requesting of the school administrator that a social-psychologist be retained to present an in-service workshop aimed at increasing staff members' awareness of their personal biases and possible prejudices -- attitudes that would inhibit effectiveness in teaching

migrant pupils to improve their self-concepts.

2. Once every year, the teacher will lead a discussion with a group of invited parents to obtain their evaluative comments on the perceived effectiveness of their children's learning experiences, including those related to the development of positive self-image.

3. During the last school day in each of three consecutive months the teacher will observe an increase over the previous month in the number of times pupils look up into her face and wait for positive reinforcement of their performance.

4. The teacher will stimulate the individual curiousity levels of her pupils by adding to the classroom environment at least fifteen physical objects she deems potentially intriguing to her pupils. (Evidently culturally disadvantaged children come from home environments where there is a sparsity of objects, in contrast to the stimulus bombardment of the middle class home.)

5. By the end of the first three weeks of a pupil's membership in the class, the teacher will identify a sphere of proficiency that distinguishes the individual, e.g. arithematic, art. This knowledge will be used thereafter to prescribe individualized learning activities for the pupil aimed at the development of competence in that area and the transfer to other learning tasks of the confidence gained and the feelings of self-worth experienced.

6. In periodic home visits with pupils' parents the teacher will obtain at least one learning prescription from a parent for his child aimed at the pupil's self-actualization.

7. Each year, the teacher will plan and implement at least three new learning activities that increase the inventory of endeavors from which pupils may choose as they seek self-identification through the exploration of personal interests.

8. The teacher will aid pupils in reducing their fears of starting school, occasioned by the

transitory nature of their lives, by devising a set of at least ten techniques for quickly (within one week) assimilating new pupils into the class culture. Examples include game-playing, use of the buddy system, "Pal for a Day" assignments, and introductions through the class exercise: "Hello, I'm Johnny," "Hello, Johnny; I'm Manuel" (substituting appropriate names).

9. The teacher will join other teachers in requesting that the school administrator establish a program to assist parents in learning about child growth and development, including the development of childrens' positive self-images.

10. Each day the teacher will have individual, small group and large group activity for each child, to afford a variety of contexts within which a pupil may gain self-insights.

11. The teacher will join other teachers in requesting that the school administrator employ at least one staff member of the same racial or ethnic background as the majority of the pupils.

12. The teacher will keep a diary of times when pupils show some "special trait," e.g., in sports, writing, or being thoughtful, and use the entries to generate private conversations with the pupils concerned to offer praise and analyze the importance of uniqueness.

13. The teacher will identify those pupils who appear to be left out of classroom activities by drawing a sociogram that depicts pupils' preferences, e.g., seating arrangements and best friends. An individual prescription will then be written for improving the self-image of each isolate or near-isolate.

14. The teacher will construct a profile of the self-concept of each pupil from observations made during the following pupil activity: from a large table with a wide variety of objects on it, e.g., books, toys, colors, pictures of food, integrated dolls, mechanical and musical things, objects of different textures, etc, the pupil selects any number of objects until he is satisfied.

15. The teacher will observe in her class by the end of the second month of each academic

year zero isolates among the pupils.

16. The teacher each year will visit the parents of every new pupil in the pupil's home or at the parents' workplace and subsequently will comment positively to the pupil on the visit.

17. The teacher will provide to every pupil during each semester at least one opportunity to assist the teacher in managing the classroom.

18. The teacher each year will labor alongside migrant workers for a minimum of one day and then describe to the class members her experience in working with some of their parents.

19. The teacher will afford at least two opportunities each year to every student to describe to the class, group, or the teacher the personal joys of a recent special occasion, e.g., a birthday, the arrival of a new member in the family, or a learning success.

20. The teacher will devise at least one new pupil reward system every two years to foster personal pride of self-accomplishment in the pupils.

21. The teacher will devise each year at least one new method for establishing a one-to-one relationship with the pupil, of at least thirty minutes duration; e.g., a private walk, a private visit to the teacher's home, or a private game session.

22. The teacher either singly or in cooperation with other teachers, will plan one school event during each semester that involves migrant parents and affords pupils an opportunity to feel proud of the accomplishments of self, class, or school in the presence of parents.

23. On any given school day, the teacher can recount to self or others at least five instances during the day of positive reinforcement given to individual pupils that promises to improve their self-esteem.

24. The teacher will construct an individualized set of at least five behavioral objectives aimed at improving the self-image of any pupil identified as an isolate during the pupil's first week in school.

25. The teacher, in a self-test, will list at least fifteen techniques for improving the self-esteem of migrant children.

26. The teacher subjectively will rate each pupil during the pupil's first three weeks in school as possessing a High, Average, or Low Self-Concept; thereafter the teacher will review the ratings once every month and record observed changes.

27. The teacher will construct within the first three weeks of school each year a set of class-level* behavioral objectives for promoting positive self-concepts among the pupils.

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*Class-level refers to non-individualized objectives believed to be germane to the class as a whole and measured for the class an an entity; e.g., in a given class exercise, _n_% of the pupils will demonstrate _X_ characteristic at _Y_ performance level.

28. The teacher will construct a set of behavioral objectives aimed at improving the personal appearance of each pupil who, during his first week in school, is judged untidy by teacher observation.

29. The teacher evidences sensitivity to the beneficial uses of visual displays that foster pupils' self-identities and enhance the development of positive self-images by exhibiting during each semester in the classroom or adjacent school areas at least six displays aimed at improving pupils' self-concepts.

30. The teacher each year will devise/revise a set of at least ten learner activities in which the pupil associates his name with self or his/her belongings.

31. The teacher will view and critique once each semester a video tape, at least thirty minutes in duration, of classroom activities filmed unannounced, on three randomly selected occasions, and of randomly selected classroom incidents. The random occasions and incidents will be selected by the filmer. The critique

will include the identification of new teacher perspectives gained on the behaviors of individual pupils and the teacher.

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[1] Adapted from Raymond Bernabei and Sam Leles, Behavioral Objectives in Curriculum and Evaluation (Dubuque, Iowa: Kendall-Hunt Publishing Company, 1970), p. 19.

[2] This film is available from Coronet Films, 65 Water Street, Chicago, Ill.; it is a one reel, 11 minute film costing $65 in black and white and $130 in color.

DESCRIPTION OF EFFECTIVE METHODS AND MATERIALS USED IN DEVELOPING POSITIVE SELF-CONCEPT

This section of the Self-Concept Teacher Resource Guide is concerned with various methods and materials used by educators, parents and others when attempting to build positive self-concepts in migrant children. An intensive search was made nationally to locate descriptions of materials and methods that had proven successful with migrant children. Obviously many of these descriptions of materials and methods will prove to be familiar to the reader. Hopefully, however, there are included new items or perhaps alternative ways in which they can be used with migrant children. Duplications of descriptions will occur, but they are presented because of some variation from previous descriptions.

As one uses this Teacher Resource Guide, attention should be given to adding additional materials, thereby increasing the utility it has for any given person. Consideration should be given to improving the Teacher Resource Guide as one adapts the materials included to fit a particular learning situation.

Materials are usually part of any describable educational method. In this Teacher Resource Guide, all materials will be mentioned as an integral part of a described method with the exception of listings of films, books, etc. Where possible the source of the description is identified. On numerous occasions it was impossible to identify the original source. Rather than exclude the material, it has been included as the needs of migrant children were perceived to be of more central importance than the identity of authors.

Use of Name

The recognition of one's name is a major factor in the development of a positive self-concept. Below are various name-oriented techniques that are useful for such development. The use of nick-names, if preferred by some students, can be quite effective in gaining the immediate disappearance of any initial shyness.

1. A classroom board display exhibiting the names of all the children in the class. The names are displayed using three inch letters. The title of the display is "Can You Find Your Name?" Each child on a regular basis (daily, weekly) attempts to locate his/her name on the board.

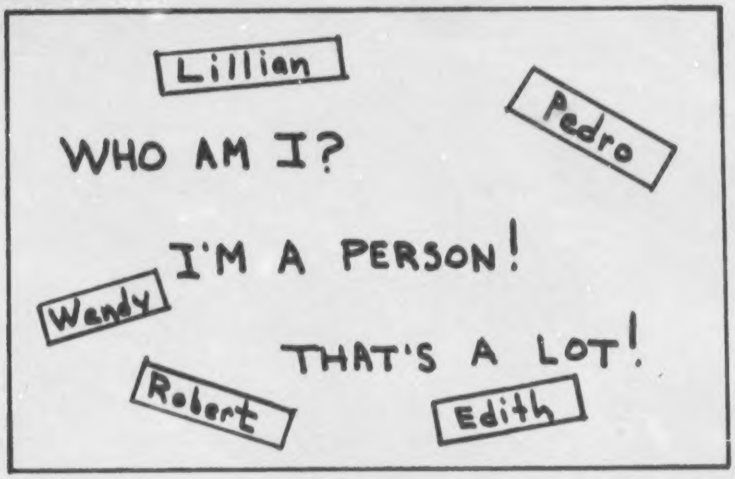
Encouragement from classmates is sought by the teacher for those students who encounter difficulty in locating the right name.

2. Name tags can be placed above the hooks where the student hangs his clothing. If lockers are used, then the name of each child should appear on the outside of the locker. When lockers must be shared, a fair system of selection for any individual locker should be used. The concept of sharing should be described to the students as a very important behavior.

3. The use of Teacher's Helpers Charts on which are posted the names of children designated as helpers for the day provides students with a sense of responsibility toward themselves and others. The charts list the duties in several columns. Above each list is a slot into which different names can be placed each day.

4. A corridor window can be used to display names of students in the school. The names are finger painted by the students

and mounted on construction paper. The display is titled, "Who Am I? I'm A Person! That's A Lot!" A suggested layout could be:


Lillian
Pedro
WHO AM I?
I'M A PERSON!
Wendy
THAT'S A LOT!
Robert
Edith

5. The use of songs for name identification is an activity children appear to enjoy. The Hap Palmer record entitled, "What Is Your Name?" is quite useful for reinforcement of a child's name.

   (Available from: Educational
   Activities, Inc., Box 392,
   Freeport, New York 11520)

6. Sing songs with children that make it possible to interject the names of the students in the class. For example, sing, "He's Got the Whole World in His Hands," and

then repeat the song but substitute "Dolores Has the Whole World in Her Hands," etc. Have the children clap their hands as they sing the song. Highlight the child being recognized by an activity such as having the child clap alone or not clap if the others do, putting the child in the center of a circle or in front of the room, etc.

7. This next classroom group activity relating to names is popular. Using the name of a different child each time, the teacher holds up one of the children's name-tags, while the class sings the tune, "Where is Thumpkin?" Each time the tune is repeated a different name is sung by the children. One variation to this would be to have each child stand when his/her name is held up. Another alternative would be to have the child stand in the center while other children move in a circle around him or her. The child then joins the circle when the next child's turn comes.

8. A craft activity applicable to names is to trace the letters of any child's name on

styrofoam. Cut out each letter individually. Ink the letters and stamp them on tissue paper in the proper order. Frame the tissue paper with a heavier paper to give it firmness and hang up the finished product on a window to allow light to shine through the letters, thus highlighting the name.

9. A child's name is unique and each child should be taught not only to recognize his or her name, but to also understand it has meaning to all members of his or her family. Teach the concept of a family coat of arms to the children. Have each child construct an original coat of arms by providing a variety of art supplies and samples of other family coats of arms. This activity will allow each child to individually explore and represent his or her family's characteristics. Greater self and family awareness should result. In conjunction with this activity, the teacher may ask the children to draw pictures of their family members.

10. A child should learn his name early. A child's name is his or her identity. Knowing their names makes children feel important. It helps them realize that they are a separate and important person in a world filled with many things. There are many ways to use and emphasize one's name. First, remember that a child should always be called by his or her name. Children will learn their names and be proud of them only if you use them a lot. Use their nicknames, too. Remember, children can't learn who they are and that they count, if they don't learn their own special name that belongs to them. Throughout the day try to remember to say their names whenever you talk to them. For example, "Jimmy, please give me those blocks."
One way to see if children can tell you their names is by using a mirror. Let them see their faces in a mirror and say, "Who is that?" If one of the children doesn't answer you know there is an identity problem.

(Source: Ira J. Gordon, Barry Guinagh and R. Emile Jester. Child Learning Through Child Play. (Gainesville: U. of Fla., Institute for the Development of Human Resources, 1972.)

Characteristics of Individual Pupils

Identification of one's physical features plays another major role in the pupil's development of a positive self-concept. The pupil's ability to recognize his or her characteristics adds to the knowledge about oneself. Children who are familiar with themselves will be in a better position to care for themselves and develop a greater degree of self-esteem as a result. The following activities are useful in the development of a greater awareness of one's physical features.

1. Body drawings of students, accompanied by a name, can be hung on the walls of classrooms and corridors. A student lays down on a large piece of paper will someone else traces an outline of the person. The student then cuts out the outline. Finishing touches are added by the student while sitting and/or standing in front of a mirror. Students can work together or independently on the finishing touches. A group activity which can generate much enthusiasm is having the children construct a body drawing of the teacher. This latter activity is useful after the children have made their own body images.

It helps the children to recognize that they are similar to teachers, many of whom they hold in high esteem.

2. A combination body outline and enlarged facial photograph can be constructed and displayed on the walls of the classrooms and corridors. Use the body outline process described in the activity above.

3. An activity that provides children the opportunity of seeing their body as a discrete entity, and one in which children can assist one another in the task, is that of making body profiles. Have the children trace on paper their shadow outside in the sunlight, preferably at the very beginning of the day. Have them construct paper clothes to dress their models and prepare a self-portrait of their faces.

4. A variation of the activity described above involves using a high intensity lamp, or a filmstrip projector, to cast a child's shadow on a large piece of paper serving as a screen. Position the child between the light source and the paper to create a

shadow. Have other children identify and describe the features of the shadow. List each child's features on paper. Trace the show of each child and have it cut out and mounted with the list of features below it. Label the final product with the appropriate name.

5. Relief printing can be done by using styrofoam forms of body parts such as heads, arms, legs, etc. that are constructed by the children. The parts can be glued together on large firm pieces of cardboard and used as a printing block. Children develop a better understanding of how the parts of the body fit together.

6. A classroom board display featuring a "Getting to Know Our Group" exhibit of 8½"x 11" glossy photographs of each class member is an excellent way to provide a lasting source of visual information for students. The teacher should provide a camera or set of cameras for the students. Allow the children to take their own pictures, if they

can, without assisting them. If some have difficulty they will receive assistance from the teacher or perhaps other students. The emphasis in the activity is learning through self-discovery. The teacher should not overassist the children who seek help.

7. An exercise with photographs that provides further insight into the uniqueness of individuals is the photo-puzzle. After photographs of each child have been taken and enlarged, they are cut up into discreet sections (i.e., eye, nose, arm, leg, etc. depending upon how much of the body is contained in the photograph). The teacher should now explain the various options for putting the pieces together. One option is to reconstruct the photo exactly as it was before cutting it up. A second option is to have entire sections exchanged with classmates which allows a student to reconstruct another student. A third option is to have the children mix up the pieces and then paste them together to form pictures representative of a combination of features from various students. This latter option should be the

only one in which pasting is done. Photographs of each different combination are then taken with the student who created it located behind the photo-puzzle. Children recognize that they are discrete individuals as in putting the photo-puzzles together they can only reconstruct themselves or some other child using the pieces from that person. If you mix pieces up, you never can create the people in the class. The only way to do that is by using the correct pieces.

(Sources: Carol Miller, Sally Benon, Adolf Ramos, Ellen Youngblood and Joe Mantose, New York State Migrant Center, SUC of Arts and Science, Geneseo, N.Y. 14454)

8. One particularly successful activity that enables children to realize that each person is unique and has a separate identity involves the construction of a puzzle from a picture of each child's face. A picture is taken of each child's face and then enlarged for pasting on hardboard. The picture is cut up and placed in an envelope. Children are encouraged to exchange their puzzle with the other

children. This provides the children with the opportunity of visually studying others as well as themselves. The story was related to how a set of twins were frequently confused by others because of their similar appearance. In working with the puzzles they and the other children learned that each of the twins could only be put together successfully as discrete individuals. Not only were the other children benefiting, but the twins' self-concepts were greatly enhanced as they realized that people now saw them as different beings, not one and the same.

(Source: Dale Hoffman, New York
State Migrant Center, SUC of
Arts and Sciences, Geneseo, New
York 14454)

9. An interesting technique is the use of a pupil operated attendance system consisting of an In-Out rack near the door. Two-part attendance cards are used consisting of one section with the pupil's name and the other section with the pupil's photograph. Each day a different pupil with the teacher assisting when necessary, is responsible for taking attendance. If a pupil is absent that his or

her photograph is turned around so that only the name of the pupil is visible. The pupils who are present have their names and pictures visible for all to view.

10. To help children develop a sense of responsibility for the proper care of their teeth, a large toothbrush and a large model of a set of teeth should be available for use in demonstrations. Teachers or health care personnel should demonstrate, using the mock-ups, the proper procedures for brushing and caring for teeth. Each pupil should then have the opportunity to brush his or her teeth with toothbrushes, possibly obtainable free from one of several health care or social agencies found in most communities.

11. Provide toothbrushes for children and allow them to keep them at the conclusion of the school term or migrant day care center program. The staff should stress dental and other personal hygience needs daily such as toilet training. Provide a hot breakfast and lunch each day when possible to reinforce the need for eating balanced meals that insure good health.

(Source: Mrs. Baron, Newfane Baptist Church Migrant Day Care Center, Newfane, New York)

12. The use of height and weight charts prominently displayed in the classroom or health center will allow pupils to understand changes that constantly occur in their physical structure. Periodic measurements of each pupil's height and weight will add to his/her appreciation and awareness of the differences among peers as they are developing physically. Children can weigh and measure each other with assistance from the teacher or the teacher can personally weigh and measure each child.

13. Recognizing one's extremities and such details as hands and feet is important for positive self-concept development. Have the children outline their hands and feet on paper or have them make plaster of paris impressions. They can paint and put in details, particularly with the plaster models and take them home to present to parents, siblings or friends.

14. An awareness of oneself is important in developing a positive self-concept. An

activity to bring about awareness and to reinforce the concept of self is having children make booklets entitled, "Who Am I?" or Me." The booklets should contain such things as footprints, handprints, lists of "My Favorite Things," self-portraits, stories about the child written by the child, the teacher, or peers, self-developed photographs and profiles, objects of interests, etc.

15. Having one's voice reproduced and hearing it played back can be a unique experience, particularly when it occurs for the first time. Use a tape recorder to let children, in a free fashion, record their voices and then play back the tapes. Often they are so enamoured by the sound of themselves that they want to sing and perform instead of just talking. The teacher can discuss with a child or a group of children what was heard.

16. The Language Master, developed by Bell and Howell, aids in self-concept development through having children hear their voices in a learning activity. Its major function is to aid students who have difficulty pronouncing

letters of the alphabet. A set of alphabet cards is supplied. Each card has a different upper and lower case letter printed on it. When the cards are partially inserted in the top of the tape recorder, it is automatically read by the machine and a voice pronounces the letter by saying, "This is the letter, P. Now you say it." The child then watches the card return to its original position, repeats what was said, and then plays back the recorded sound of his/her voice. The machine allows children to individually become aware of the sounds of their voices as heard by others. It adds one more useful dimension to their self-awareness while assisting them to learn the alphabet and correctly pronounce sounds.

17. Use a portable video-tape system with a camera, tapehead, and small-screen monitor to film children in various daily activities. Play back the results for them to see. A variety of interesting discussions about observed behaviors can result. Such observations and discussions add tremendous insight to a child's self-awareness and his/her relationships with others. Filming classroom activities, free

play outdoors, small and large group endeavors, etc. and playing back the tapes in the cafeteria during lunch gives the children the opportunity to see themselves and hearing the comments of their peers.

(Source: Mr. Gloria Mattera,
Director, New York State Migrant
Center, SUC of Arts and Sciences,
Geneseo, New York)

18. Discussion can be held on what feelings are and how we express them. Children can act out their feelings to the group or communicate their feelings to others by making small greeting cards that contain their picture. The cards can be used to express greetings to friends, parents, teachers, etc. They can also be mailed to others in distant places, if addresses are obtainable from parents.

19. Dressing up in a variety of ways is always entertaining to children. Have a box of assorted clothing that the children can use to dress up in different ways. Use a mirror during this activity to allow children to visually identify what type of clothing belongs on what part of the body and how they can change their appearance through the use of different clothing.

Pictures should be taken of each child. Once developed, the pictures can serve as a basis for a discussion on the differences between "The Real Me and the Dressed-Up Me." Teachers should assist the children in the understanding of fantasy and the important psychological role it plays in all of our lives.

20. Obtain and use Puppet Playmates. These are large body-size cardboard figures with cutouts for head and arms, so that children can wear them. Children can assume various life roles such as a nurse or a mailman. Assumption of these roles helps children identify their preferences for various lifestyles.

(Available from: Instructo
Corporation, Paoli, Pa.)

21. Pictures and representations of people from a variety of racial and ethnic groups should be available to a teacher. Puppets, dolls, etc. should be multi-ethnic and multi-racial. The use of a variety of such teaching/learning resources can help the non-white children to develop a sense of acceptance.
Use of male dolls may include a discussion of the physical differences between the sexes.

A teacher who approaches this topic in a straightforward manner should receive positive reinforcement from this teaching strategy which is aimed at helping students in their continuing efforts to physiologically understand themselves.

22. Mirrors should be located throughout the room to provide children with the opportunity to view themselves when they work. Discussions and activities can be organized using the mirrors. Any number of lead-in questions can be raised, "What do you see?" "Who is that?" "Tell me about the person you see, okey?"

23. Using the Milton Bradley game called "Happy Face," children learn to distinguish among a sad, happy, pained, etc. face which depicts feelings and emotions. It appears that transfer to other children occurs through this activity as teachers who have worked with migrant children claim. There is a substantial increase in the number of smiles exhibited by children.

(Available from: Milton Bradley
Co., Springfield, Mass.)

Creative Expression and the Environment

Development of a positive self-concept can be enhanced through the creative expression of one's feelings and ideas. A person's perceptions are controlled to a great extent by the environment. The activities that follow attempt to describe situations that provide for the development of a positive self-concept through children's creative expressions and their relationship with the environment.

1. Children are given an easy-to-operate camera with a supply of film and encouraged to take pictures. The pictures are developed by the teacher and children whenever possible. The pictures are displayed around the classroom in a portfolio-type fashion and identified by their creators. Stories can be created using individual photos as the focal point. Children can put their pictures on bulletin boards, coat racks and desks with their names identifying them.

2. "Do You Know How You Grow Inside?" is a record that attempts to establish an awareness of feelings that people experience.

The children begin to discover and appreciate their innermost desires which help them understand exactly what types of things make them feel one way or another.

(Available from: Folkways Records
and Service Corp., 701 Seventh
Ave., New York, New York)

3. The song, "Who Am I," positively reinforces self-concept. Its verses emphasize the uniqueness of being a person as opposed to being a chair, a star, etc. It furthermore states the importance of being yourself.

(Available from: Classroom
Materials Co., 93 Myrtle Dr.,
Great Neck, New York)

4. Hap Palmer's recordings, "Creative Movement and Phythmic Exploration" (Album 533) and "Getting to Know Myself" (Album Ar 543) are useful aids for the teachers who attempt to heighten a child's creativity and self-awareness. In the recording "Creative Movement and Rhythmic Exploration," mimetics, physical activities and basic skills are all brought together through exciting songs that provide actions, images and challenges which

the child can work out in his own way without previous demonstration. Hap's lyrics explore ways to move, geometric shapes, concepts, sounds, people at work and play. They provide the student with opportunity to think and create independently, improve their perception of space, achieve body control, develop kinesthetic awareness of body parts, and foster non-verbal expression of feelings and ideas.

The recording "Getting to Know Myself," is an introduction to learning for the younger child. It covers many areas including, awareness of body image and the body's position in space; identification of body places; objects in relation to body planes, body part identification; movements of the body; laterality of body; feelings and moods.

(Available from: Educational
Activities, Inc., Box 392,
Freeport, New York)

5. Classroom displays of "Famour American Blacks," "Famous American Indians," and "Famous American Chicanos" can add to a child's understanding of his heritage. Arrangements of photographs, paintings or posters depicting

famous and successful minority group members who become role models can foster aspirations for success among the children. Raising their levels of aspirations does as much to raise self-concept as the latter does to raise their levels of aspiration.

6. One teacher of migrant children has a trailer which he calls "Learn and Earn." He purchased a used trailer and equipped it for furniture reupholstering. Although many migrant children enjoy more mechanical experiences, such as tearing down small engines, some do not. Therefore, he conceived of the furniture refinishing trailer. This provides the students with a marketable skill. This field is wide open in Florida, and a young child learning these skills could develop them over the years and move into a very high paying vocation. The students locate pieces of old furniture which need to be reupholstered. A picture is taken of the "before" and "after" and placed in a portfolio built up by each student. The portfolio can

then serve as a vehicle for the pupil's future employment.

(Source: Mr. Tony Bort, P. O.
Box 985, Longwood, Florida 32750)

7. Necessary classroom tasks are sometimes best accomplished by employing student resources. An example is the painting of the New York State Migrant Center's Panel Truck used furing the Summer Migrant Program. Using enamel paint and their own ideas for the design which was carefully planned out, children felt as if they were contributing something positive. They were given the opportunity to view an accomplishment as a lasting contribution from which others will benefit.

(Source: Mr. William Hill, Art
Teacher, New York State Migrant
Center, SUC of Arts and Sciences,
Geneseo, New York)

8. Have your children construct little books built around important concepts from their lives and then use these books with other migrant children. A migrant child experiences much pride in seeing his/her book on the classroom shelf and watching other children take it from the shelf and use it.

For the non-reader, the child can make a tape recording from the book that he/she constructed and put the tape in a pocket in the book cover.

When a migrant child tells stories, emphasize the ideas and get the child to put them into some tangible form such as a written story or a drawing. Remember that the content is more important than correct grammar or sophisticated artistry.

(Source: Mr. Steve Weisbrod,
Bureau of Migrant Education, State
Education Department, Albany,
New York 12224)

9. A party is an enjoyable learning experience. Interaction between the participants can be varied over the duration of the party creating a unique and unusual environmental setting. The enjoyment-oriented activities of a party should be planned in conjunction with the goals and objectives of a positive self-concept. A conscious effort should be made to create as happy an experience as possible. Following are some party activities which can be used as the beginning framework for a party of your choice.

First, pick a theme: Easter, Circus, Christmas, Halloween, Thanksgiving, July 4th, Valentines Day, etc.

a) Party Hats -- You need paper plates, a a vegetable tray or a box lid, bits of paper, yarn, ribbon, cloth, crayons, scissors, glue or paste. Make a slit on each side of your plate, tray or lid and put a strong through it for tying on the hat. Decorate your hat with scraps of paper, ribbon or cloth. Glue on festive cut-outs to fit your party theme. Tie on crepe paper streamers. When everyone is finished, put on your hats and have a parade!

b) Party Foods -- To make a clown or santa use an apple for the head or body. Decorate with marshmallows, raisins or gum drops held in place with toothpicks. Try dressing up a plain cake by putting animal crackers or paper cut-outs on toothpicks around it. For drinks choose a fruitade to match your theme (like orange for Halloween). Decorate the straws with paper cut-outs in two places so you can push the straw through.

c) Party Games -- Play a team game such as a candy hunt. First hide the candy. Then players divide into two teams and decide what they want to be (cats, horses, witches, etc.). Each team chooses a captain and gives each a bag for the candy. When one of the cats finds some candy it says "meow, meow," or the horses say "stomp-stomp." No one may pick up any candy, but must wait until his captain comes and puts it into the bag. The team which has the most candy in the bag at a given time-limit is the winner. Each captain then divides the candy.

d) Pin the Star on the Christmas Tree is a game like "Pin the Tail on the Donkey." You can also play pin the hat on the witch, or an arrow on the heart, etc. Calendar Toss is a game where you put a large calendar on the floor; children toss pennies (buttons, bottle caps or stones) and try to "land." The child closest to the particular holiday or child's birthday is the winner.

(Source: Cole, et al., Recipes for Fun. PAR Project 464, Central Ave., Northfield, Ill. 60093)

10. Following are some creative activities with which migrant children can become involved with the help of the teacher. Each of the activities has relevance for improving the self-concept of the migrant child, provided the proper learning environment is created and the children all become active participants:

a) Act Out a Story -- First tell or read a story such as "The Three Bears," or "Peter Rabbit." Stop during the story's second reading when you get to a work the children may know and let them fill it in . . . "Someone's been eating my ________." (The children will say "porridge.") Now tell the story again. Let each child choose the person or animal he wants to be and have him/her act out his part. No costumes or props are really needed . . . Just children's natural love of pretending.

b) Everybody Do This Just Like Me -- The teacher begins this easy rhythm game by doing an action and saying: "Everybody do this, do this, do this, Everybody do this -- just like me.'

The children copy whatever the teacher is doing, and join in chanting the verse; she may clap her hands . . . tap her feet . . . nod her head . . . wave her hands . . . or make up another motion. The verse is repeated over and over with a different motion each time. After the first few times, the children might take turns being "leader".

c) Guess What I'm Doing? -- One child pretends to be doing something -- like sweeping. He/she moves both arms back and forth. The other children try to guess what the child is doing. When someone guesses correctly, they get to be "it."

Also try:

- throwing a ball
- swimming
- washing dishes
- rocking a baby

- climbing the stairs
- hopping like a bunny
- swinging like a monkey
- jumping like a kangaroo

(Source: Cole, et al., Recipes for Fun. PAR Project, 464 Central Ave., Northfield, Ill. 60093)

11. Each child has his/her set of ideas and perceptual framework. It is important that these continuously be built upon as an aid in self-concept development. An activity which will assist the children to do this calls for the use of pattern blocks (colored, various shapes; sometimes called Ponque blocks) with which unique designs that express individual perceptions and ideas can be made. Once all the children have finished, ask for a volunteer to tell the story behind his/her design. Before each story allow some time for the other children to make some observations and judgements about the person's work.

12. Teachers should concern themselves with each child, as well as with the whole group. One may work at a table with one child, or simply keep an eye on him/her, ready to guide and

discuss if they seem to need that kind of help. Another may supervise a large group activity, or a small cluster of two or three children. A grownup sits at the clay table, for example, talking with the youngsters at times, observing them, listening attentively. An aide or volunteer settles down at the edge of the housekeeping play, talking occasionally with the children there and keeping an eye on the action at the nearby easel, too. Another adult, perhaps the head teacher, moves about, ready to limit her involvement to quiet contemplation of the children or to help if problems or questions arise. Sometimes one of the teaching staff can take time to read a story to one or two children alone, off in a quiet nook.

(Source: Jeanette W. Galambos, Organizing Free Play, Project Head Start, 1970)

13. A good supervising grownup -- whether the aide, music specialist, cook, volunteer, or head teacher -- observes each child closely to help him/her find what is most needed. The more grownups are able to observe and listen and tune-in to the children, the more

they can individualize their teaching and "get through." The teacher's most subtle task is to participate in a way whereby ideas and words can be introduced without becoming too forceful. They encourage children to perceive the possibilities in the classroom and to make their own decisions. The teacher helps children try new activities and learn new skills. If the teacher enjoys children and learns from them, they enjoy and learn from the teacher. The teacher works alongside them, talks with them, brings information to them, praises their efforts, tells them interesting stories, writes down their ideas, comforts them, sings and dances with them, and befriends them. All the while, the teacher remains clearly in charge, letting the rules and expectations be firmly understood, and holding to the line of fair play and good care of materials.

(Source: Jeanette W. Galambos, Organizing Free Play, Project Head Start, 1970)

14. Another way of showing respect and interest is to involve the children in responsibilities for running the room and the program. Children

can do many tasks we often assign to adults. Taking part in necessary work develops a child's skills and his self-esteem, and thus it develops his/her desire to behave acceptably. Pre-schoolers can wash table-tops and re-arrange settings for art activities or lunch-time. They can help transport chairs, large blocks, and outdoor equipment. They can prepare food. They enjoy making placemats or interesting center-pieces. They like to wash dishes or paint-brushes and clay equipment, to help each other with outdoor clothing, to sand the blocks, to sort out pegs or water-play supplies. If the teacher proposes such work enthusiastically, morale soars and children feel more like cooperating than not.

(Source: Jeanette W. Galambos,
Discipline and Self-Control,
Project Head Start, 1970)

15. It isn't enough to feel respect and interest; a teacher must act on these feelings. For example, she builds up the morale and self-esteem of each child by praising his/her work, by looking for ways in which the child is

doing well -- or at least trying to do well -- and then saying something encouraging to the child.

But empty praise demeans children. There is no point in calling his/her easel painting "pretty" without really examining it, or giving extravagant praise for a block building done half-heartedly or carelessly. Forced, sugary praise merely proves to a child that the teacher's mind is elsewhere and that the teacher doesn't really mean what is said.

But specific words of encouragement and respect are another matter for they build cooperative attitudes.

Experience shows that children who receive explicit, personal praise behave much better than children who are spoken to only when they misbehave.

(Source: Jeanette W. Galambos,
Discipline and Self-Control,
Project Head Start, 1970)

Use of Songs

The use of songs is a pleasant way for children to engage in activities that contribute to the development of a positive self-concept. Songs can be related to self-awareness, emotions, feelings, psycho-motor development and numerous other relevant variables for positive self-concept structuring.

Following is a sampling of songs that have been successfully used with migrant children for positive self-concept building. Each of these songs can be sung to the melody of very well known children's songs. In each case the melody is described by a reference to the title of a song (e.g. Skip To My Lou).

1. THE WAY I'M MADE (submitted by Monica Benedicto)
   Melody: Bicycle Built for Two
   Objectives: Learning Left and right

   Right hand, left hand
   Both of these are my hands,
   Right foot, left foot
   Both of these are my feet.
   I don't have a horse's tail
   Or a rabbit's floppy ears.
   But my right and my left
   Are the sides of me
   That's how I'm made, you see!

2. WHAT I WEAR (Submitted by Monica Benedicto)

Melody: Mary Had a Little Lamb

Objectives: Vocabulary - clothing

I know what I wear each day
Wear each day, wear each day
I know what I wear each day
When I go to school.

Shirt, pants, shoes and socks
shoes and socks, shoes and socks
Shirt, pants, shoes and socks
These are clothes I wear.

3. MY SELF (Submitted by Nancy Telega)

Melody: Pearly Shells

Objectives: Vocabulary, parts of the body
and plural nouns

I have eyes,
I have eyes,

I have a nose,
I have a nose,

I have a mouth,
I have a mouth,

and I have toes,
and I have toes.

I can cry,
I can cry,

Can you do
as many things as I?

4. HINGES (Submitted by Anne Sexton)
Melody: Blow the Man Down
Objectives: Awareness of body

Oh, I'm all made of hinges and everything bends.
From the top of my head, clear down to the ends.
I'm hinges in front, and I'm hinges in back.
If I didn't have hinges, I surely would crack.

5. THE FIVE SENSES (Submitted by Mary Beckstrom)
Melody: San Serafin
Objectives: Learning about the five senses

I use my eyes for seeing,
I use my nose for smelling,
My tongue for taste, my hands for touch,
My ears to hear the telling!

6. GETTING ACQUAINTED (Submitted by Rose Ann Moore)
Melody: Freres Jacques
Objectives: Sentence Patterns

"Whose name is Mary?"	"My Name is Mary."
"Whose name is Bill?"	"My name is Bill."
"Whose name is Linda?"	"My name is Linda."
"How do you do?"	"How do you do?"

7. MY - YOURS - OURS - Music by Gloria Kealy, Words by Gloria Kealy

Melody: Skip to My Lou

Objectives: My vs. our vs. your

Hands Hands these are "My" ha--a--nds

Hands Hands these are "your" ha--a-nds

Hands Hands these are "our" ha--a--nds

Oh - How I lo--ve my hands!

Nose, nose this is my nose

Nose, nose this is my nose

Feet, etc.

Head

Arms

Eyes

Chair

Deck -- verses are unlimited

8. BEING NOBODY (Submitted by Karen Crawford, age 9)

Melody: Did You Ever See a Lassie?

Objective: Awareness of Self

Have you ever felt like nobody
  Like nobody, like nobody?
Have you ever felt like nobody?
  Just a tiny speck of air.

When everyone's around you,
Around you, around you,
When everyone's around you
And you just are not there.

9. WHAT ARE YOUR FEELINGS? -- Words by Norene Jacobson

Melody: Down in the Valley

Objectives: Vocabulary words "happy", "sad," "sorry," and "glad."

Some days I'm happy
Some days I'm sad
Some days I'm sorry
Some days I'm glad

How can you tell
What my feelings might be?
Look at my face now
And you will see

When I am smiling
I am so glad
When I am frowning
Then I am sad.

What are some more things
My face can do?
Please guess the feelings
My face shows you!

10. HOW DO YOU DO? (Submitted by Frances M. Shearer)

Melody: Row, Row, Row Your Boat

How, how, how d'you do?
How, my friend are you?
I'm glad to say I'm fine today;
I trust that you are, too.

Chew, chew, chew your food
Gaily through the meal;
The more you laugh, the more you eat,
The better you will feel.

(Source: Singing Youth
(Washington, D.C.: Review and
Herald Publishing Company)

11. PERFECT POSTURE (Submitted by Frances M. Shearer)

Melody: Freres Jacques

Perfect Posture! Perfect posture!
Do not slump, do not slump,
We must grow up handsom (lovely),
We must grow up handsom (lovely),
Hide that hump! Hide that hump!

Parodies

Down your breakfast, down your breakfast!
Grumbles Hush. Grumbles hush!
We must grow up healthy!
Eat that Mush, eat that mush!

Wash your dishes, wash your dishes.
Plate and cup, plate and cup.
We must do them quickly! We must do them
quickly! Hurry up, hurry up!

(Source: Singing Youth
(Washington, D.C.: Review and
Herald Publishing Company)

12. POSITION SONG (Submitted by Nancy Telega)

Melody: Twinkle

Turn to the right and stand if you please
Touch your elbows and touch your knees
Touch your heels and touch your nose
Hands on your hips and now on your toes
Hands on your shoulders, now in the air
Hands on your hips and now in your hair
Touch your face and now your feet
Clasp your hands and take your seat.

13. TEXTURED WALK (Submitted by Anne Sexton)

Melody: London Bridge

Can your feet find something soft
something soft, something soft.
Can your feet find something soft
something orange and soft?

Something hard --
Something ticklish --
Something smooth --

Something cold --
Something warm -- to make it a bit
harder combine two textures
for them.

The color or other clue is in the last line of the song. Use carpet samples, gravel, sponge, etc. to walk barefoot on.

Miscellaneous Methods and Materials

Included in this section are methods, materials, activities and descriptions that cover a wide variety of concerns and interpretations depending significantly upon the creative talents and motivations of the teacher. Much of the material captures the essence of what it means to be a sensitive and effective teacher of migrant children.

Many of the items presented here may appear to have a tendency to overlap, but are included as a particular style or mode of presentation to motivate individual teachers differently. In this way, teachers can select from those materials which have the greatest appeal to them.

1. To improve self-concept:
   1.1 Read or tell a familiar story to the class, but change the name or names of the characters to the name of one or more of the children in the classroom.

1.2 A camera for classroom use is a very good device. Photograph the child and display the photograph. Later, the photograph may be given to the youngster as a gift. In the absence of a camera or as a variation, self-portraits may be made or individual drawings may be employed in the same fashion.

1.3 Designate a monitor assignment by placing the name of the child on a cut-out of the particular implement used in the activity. For example, John's name on the cut-out of the waste paper basket or Mary's name on the cut-out of the water can can indicate respectively that John is to take care of the waste paper basket while Mary is to water the plants.

1.4 Place a name card indicating "host" or "hostess" for the day on a given child who is to welcome all visitors to the class for that particular day.

1.5 Tape record voices of youngsters and play them back.

1.6 Play the game of "Little Jack Horner," but at the lower grade levels, to help the migrant child learn the names of other children, use the name of each child in the class instead of Jack.

1.7 Have a boy or girl-of-the-week bulletin board and, using participation with teacher control to assure equal distribution, put the drawing or portrait of the boy or girl-of-the-week on prominent display.

1.8 Place in easy access a full-length mirror in which the children may view themselves; make a definite effort to exhibit this device to the fullest by using positive commentary. For example, "Agnes has been very pleasant today and helpful. Boys and girls, don't you think Agnes should see how she looks on her good day?"

1.9 Make every effort to compliment the migrant child, particularly if it is evident that a new garment or hairstyle has been worn. Vary the compliment by making a guessing game as to which child has the new addition.

1.10 Be sure to provide an opportunity for the migrant youngster to participate in various skits, being careful to see that the assigned role does not make any unusual demands. For example, if the child is too shy to handle a speaking part, assign a role where speaking may be a minimum requirement. In the same vein, try always to assign as masculine a role as possible to the boys. Such roles may include those of the boss, the leader, the captain, the explorer, etc.

1.11 Use migrant youngsters as much as possible as resource persons particularly if the information they can provide is based on some of their experiences. For example, "John, how are the fruits or vegetables treated to prevent spoiling?" "Mary, does it snow or rain a great deal in Florida?"

2. To increase motivation -- It is apparent that some of the motivational suggestions also serve as a basis for establishing an educational climate that will improve self-concept as well.

2.1 Aid children in establishing simple goals that are relatively easy to reach rather than a long-term goal that is remote and somewhat abstract. For example: ". . . from what we have said it looks as though the boys and girls want to list all the machines that are in our homes. Our aim today is to list as many of these machines as possible."

2.2 Endeavor to establish jointly the need for a particular assignment. Example: "Boys and girls, if we are to grow some plants in class what are some of the things that we will need?"

2.3 Display and use in discussion sports pictures (especially good for boys) and pictures of new clothing styles (good for girls).

2.4 Display and use in discussion pictures and news stories of positive behaviors of members of minority groups.

2.5 If possible, induce a parent or grandparent (during slack or rainy seasons) to visit the class and serve as an aide or resource person. Such persons may serve also as sources of entertainment by playing musical instruments or singing native or folk songs.

3. To promote social growth:
    3.1 Provide a specific opportunity for the migrant child to display the talent, skill or aptitude he/she may possess. This may range from a simple recitation of a poem to singing or dancing.
    3.2 Arrange for a local child to serve as a "buddy" for the migrant during his/her early days of attendance at school.
    3.3 Pair a migrant and a non-migrant child for classroom responsibilities such as board washing, plant watering, etc.

(Source: Suggestions for Better Understanding the Migrant Child, State Department of Public Instruction, pp. 7-10)

4. Special Needs -- In order to meet the needs of the migrant child, different techniques have to be used with different children. A few special needs that those planning educational experiences for migrant children should consider are:
    4.1 Dispel the delusion of uniqueness. Many children have the idea that they are different and because of that difference they are somehow inferior.

They need to be included in activities so that they may interact or communicate their feelings with other children and learn that differences do not imply inferiority.

4.2 Improve understanding of their place in society. All children need to learn how they control and are controlled by the society. In order for a sense of social responsibility to be developed, the children need to understand their feelings and the feelings of others in regard to love and being included or excluded from the lives of others.

4.3 Free the child by broadening his world. The migrant child's world must be freed of time restrictions and social limits. He/she needs to take a look at the future -- what it holds for him/her -- and how he/she may influence their future. They need experiences in the world to the point that their involvement will motivate them to improve their life.

4.4 Help the child learn to think. Children need to learn to organize their thoughts, formulate alternative actions, and test their actions. Self discipline is based on an awareness of self and others and knowledge of how to interact with others.

4.5 Build confidence in self and trust in others. No one can learn to accept others without first having confidence in themselves. Individuals in the society cannot become productive without trust in others. Trust is based on one's ability to predict how another will react in certain social situations with a high degree of reliability. People may be quite different from each other, yet a bond of trust or acceptance of each other may develop among them.

4.6 Risk-taking is acceptable. Children should not be afraid to try something new. They should be able to assess their own abilities in relationship to an untried task and learn that it is all right to try something and fail. If they are afraid to try, they will never venture out of their world. No one has all the answers or is immune to failure. Successful people take chances.

4.7 Consider many things before you act. Education has become subdivided into so many areas of special study that it is difficult for children with a limited world view to fit all the pieces together. An effective program for migrant children should show how all areas of knowledge complement all other areas to make up the composite of life.

4.8 Good health habits are good for you. Because of the living conditions of migrant children the school program should stress good health habits and nutrition. But the program for migrant children should be within the realm of possibility for them. A chart with stars for those who had orange juice, cereal, eggs, bacon, toast, and milk for breakfast is unrealistic and only promotes lying.

4.9 Home-family activities should complement learning. Involving the parents and family of migrant children to follow through in the home with learning activities initiated in school is most difficult to accomplish. However, for learning to be effective, it has to be done. If children are to achieve status in their adult lives beyond that of their present environment, they should be given the opportunity to develop habits in early childhood similar to the habits of children presently living in the higher socio-economic level. The development of this mind set may begin in school, but it must be carried over into the home. Every effort should be made to establish a close liaison with the family. Home visits, personal letters, and other approaches should be utilized. The most effective method for school people is to solicit parental assistance rather than "preach" involvement cooperation.

(Source: Programs for Effective Learning, Arkansas State Dept. of Education, August 1969)

5. Self Talk -- Talking with a child about things, people, and ideas is one of the most important ways he learns. Sometimes adults forget to take advantage of this chance to talk with children. Remember, talking with a child is teaching a child, even if he/she doesn't, or

can't talk back.

Here are some ways to use everyday activities to talk about and to help the child learn words and ideas. Talk to the child out loud about all the things you are doing and seeing. Let the child know there are words for all kinds of activities and things. If you try to talk slowly and clearly it will help the child get more out of what you say. Here's an example of an everyday thing that you do and how it can be used as an opportunity to talk to a child: As you clean up a room talk clearly about everything you do. Make sure the child is paying attention. As you talk he/she will become more interested in you and your words.

"See, I'm putting the block in the bag."

"Here's a red block going in. Now I'll get a blue one."

"Now I'll put the bag on the shelf."

If the child wants to help you with your activity, fine. Then you can talk about his/her actions.

"Look, Jimmy is putting all the marbles in the box."

(Source: Ira J. Gordon, Barry Guinagh & R. Emile Jester, Child Learning through Child Play (Gainesville, Fla.: Institute for the Development of Human Resources, 1972)

6. Teachers should encourage children to talk about the kind of work their parents perform. This can foster pride for their parents' occupation and culture. Teachers should encourage children to discuss aspects of their lives that they like and/or dislike. This will allow students the opportunity to analyze their feelings. Comparison of feelings and attempts to understand such feelings creates increased self-awareness.

7. Teachers should never pass up an opportunity to praise a deserving child. Realize that each child is unique and allow each one the chance to sense that uniqueness of self. One teacher, for example, observed that a student had counted to ten for the first time. The teacher proceeded to display her approval of that behavior by "hugging the student in joy." The use of excellence awards for migrant children affords them tangible recognition of their accomplishments. An "I TRY" badge can also be awarded daily to the student who demonstrates the greatest effort in his/her school role.

8. Teachers should use participative decision making in arriving at most class rules. The children should sense that their opinions about the course of events count too. This recognition on their part leads to greater expression of ideas and more willingness to cooperate with others. Any decisions made should only be finalized as long as no one student is opposed. This procedure of consensus decision-making develops a better understanding and a greater awareness on everyone's part about the needs and desires of others.

9. Use children with special abilities as peer teachers. Any child with such an ability may want to share the specialty with others. Others in turn may become anxious to share what they know.

10. Effective communication among children is of paramount importance. The educational program should be child-centered. Children learn from one another. As children become involved with each other in meaningful (relevant) activities, they will be motivated to learn. The teacher acts as a facilitator --

director -- resource person in the learning process.

11. The self-concept of children will improve as they become aware of their similarities and differences compared to others, confident of their abilities, and knowledgeable of acceptable social interaction. Their self-image will be improved if they are successful in school.

12. If a child does not think he/she can, he/she will not achieve. His/her attitude influences the rate of achievement in the academic areas.

(Source: Ira J. Gordon, Barry Guinagh & R. Emile Jester, Child Learning Through Child Play (Gainesville, Florida: Institute for the Development of Human Resources, 1972)

13. One set of tasks should be well in hand before we move ahead with any child. He/she must be helped to feel good, to be clean and realize that he/she is suitably clothed, to have two good meals and, if needed, another at school.

14. One of the amazing things is how much it helps to have one place, one spot that is a child's very own. This can be as simple as a decorated cardboard box clearly marked with a name, a strong cardboard book case, a good sized cubby hole, a locker. Hopefully, it should be more than a place to put a sweater -- we want many of these children to become short term collectors of items valuable to them.

15. A full length mirror would be the second thing to add to a room. At first children will laugh at tha[illegible]rrored self and back a bit away. Best the teacher stand beside them for the initial look so that they can recognize that mirrored self.

16. It is exciting to cook and then eat the product of your efforts. A lot of learning goes into making 15 servings of Brown Betty or 6 pans of gingerbread. The young cooks smack their lips as they taste the fruits of their labor.

17. Only a few things go into making a time for children to talk and/or write (without fear

of being corrected either as to the subject or the patterns of speaking and writing); an appreciative audience (be it only one), someone to notice imagery and to point out the delightful use of words, and a satisfied feel of having made a genuine contribution.

(Source: Dr. Mary Harbage, The Mobil Disadvantaged, Ohio Dept. of Education Publication)

18. Day Camp for Migrant Children -- Summer 1968
Sponsored by Seven Lakes Girl Scout Council, Inc.

EVALUATION - Help A Migrant Become A Camper -- Whenever a situation prevails in which some children are missing the normal environment for growing up and maturing into effective citizens, there is a definite necessity for immediate service. A situation similar to this was the main motivation for a recently conducted Day Camp for Migrant Children. To describe the workings of a project such as this, in so few words, is difficult. The expanse of experiences was so great. It was agreed wholeheartedly that this project was quite worthwhile for staff and campers alike. For the children there was an opportunity to have fun and to explore the beauty of the out-of-doors. A good hot meal was always provided at noontime, and many times it was the only one the children would taste all day. Mixing with other people is often a great challenge for these children, and through work with a kaper chart, it was felt the participants in this program had a beginning point in team work. However, the greatest accomplishment of this project was the build-up of self-concept in the migrant children. This was the focal point of the entire project. It is about time someone demonstrated to these children that they are worth something, and that their capabilities, though often hidden, do certainly exist. As for the staff, there was an enormous period of maturation in each one as individuals and as a working group. Finally, the staff was really able to grasp a mature understanding of the migrant problems and had the opportunity to get involved and participate in a situation which we had long desired to experience. Through this entire project the staff also gained a little more responsibility and learned one of the greatest truths they shall ever need to realize -- all people are individuals and therefore react and produce as individuals.

This project was not entirely independent of other community groups. Assistance was also received from the NAACP, schools in the area, BEAM (Better Education for Adult Migrants), and the New York State Health Department. Although this help was usually not in the form of something tangible such as money, the ideas and encouragement offered were often what kept the program going.

(Submitted by Marty Brunnel,
Vice-President, S.A.B. Camp
Staff Member, Seven Lakes Girl
Scout Council, Inc.)

19. Self-concept, self-image, self-identity, self-worth are all labels, that deal with self. All these relate to awareness of self. The child, under the teacher's direction and guidance, discovers himself, tests himself, and takes delight and pride in himself. The child with whom we spend our precious teaching hours will emerge with a "Real Me" that he can support with enthusiasm, not endurance. Our challenge in this essential area of education is to arrange for the child to discover the answers: Who am I? What do I need? Below are some suggestions for the teacher's considerations.

19.1 Use the child's name often when speaking to him/her or about him/her.

19.2 Have a large (3 inches x 10 inches) tag board name tag with the child's name (in manuscript or bold printing). Let the child hang it somewhere in the room each morning (peg board, bulletin board, etc.). Eventually the child can hang it by a photo of him/herself. Vary backing for name tags with such materials as velvet, burlap, sandpaper.

19.3 In conversation, identify parts of children's bodies for them.

19.4 Have a photographer make large photos of each child (8" x 10" or larger) to hang in the room, to stay for the duration of the program.

19.5 Take "home movies" of individuals and small groups in development or day care centers, and/or classrooms. Show these often to children (use a daylight screen).

19.6 Use colored slides in same manner as movies. (Individual viewers could be obtained for slides.)

19.7 Frequently teach or use songs that use children's names.

19.8 Outline the child's body on butcher paper.

- a) Use silhouette
- b) Let child paint it
- c) Let him/her paint it and add hair (yarn), red buttons, etc.

19.9 Talk with child about his/her family -- make frequent reference to parents, brothers and sisters, and other adults living in the home.

19.10 Recognize (verbally) each child's likes or dislikes such as a favorite doll, not-so-favorite but might try once food, favorite outdoor activity. We are all pleased and flattered when our friends recognize our preferences.

19.11 Use mirrors -- lots of them: full length, table model, hand mirrors, tiny mirrors on the science table, compacts and small mirrors in purses. A discarded 3-way mirror from a dress shop would be great! Mirrors reflect an image -- let's start there.

19.12 Emphasize individual child's skills in conversations, such as lunch or snack time, or when on the playground. For example, at snack time, "George, you can really climb well! I was watching you this morning."

19.13 Read and tell a wide variety of stories to which the child can relate. For example, a child may love a funny story about a comical puppy, but he/she discovers something about him/herself when he/she hears a story about him/herself when listening to a story about a little child who is afraid of thunder in a storm. It is very important to provide stories with pictures involving whatever ethnic group the child can relate to. If such books are not available, find appropriate pictures in magazines and write some stories of your own.

19.14 Make up riddles about each child from time to time as "time fillers!" While you are waiting with a group to take turns at the toilet, you might say, "I am thinking of a pretty little girl who has a red ribbon in her hair -- who is she?"

19.15 Tape recorder: This is an essential piece of equipment in any pre-school for developing language skills and self-awareness. Give children many opportunities to hear their own voices on the recorder and to have their friends recognize their voices.

19.16 Photographs: A camera is basic equipment in a pre-school and primary school program for any group of children, especially for children who have not seen photographs of themselves. In addition to slide cameras and motion pictures of the children, individually and together, photograph their brothers and sisters whenever possible, and photograph their mothers when they participate at school. Mount these snapshots on bulletin boards at children's eye level. As you take new pictures, transfer the old ones to a photograph album. Polaroid cameras are great -- they give instant reward.

19.17 Labeling with names. Put a child's name on everything that is his/hers -- for example, all of their easel paintings and art work, their coat hook, drawers or box, toothbrush, photographs, etc. Always print the child's name clearly and boldly.

19.18 Scrapbooks -- Keep samples of various art work that can be kept in scrapbooks or boxes and can be brought out from time to time. It is exciting for children, not only to recognize their own work, but to see their own growth.

19.19 Cultural background: It is the responsibility of the teachers to become knowledgeable about the customs, mores, traditions and contributions of whatever ethnic group with which they work. This part of the program should be interwoven in a very natural way, not presented with a "soap box" approach. Always use the parents in this part of the program -- for example, preparation of Italian food, learning a Mexican dance, a few Spanish words, a Japanese game, a Chinese puzzle, or a Black folk song.

19.20 Use home-made (child-made) and commercial puppets as an opportunity for the child to reveal him/herself.

19.21 Take every opportunity to relate the experience of any single child to the entire group. Foster recognition, appreciation, and awareness of each other.

19.22 Show growth: bathroom scales, clinical scales, growth chart for height, yard sticks, measuring tapes.

19.23 Birthdays: Celebrate! Many children have never had a birthday party. See that they do, with a cake, candles, punch, ice cream, hats, and if possible, a small gift. Take the time to mail a birthday card to the child's home, and if you have a mailbox at school, ask the mother to mail a card there.

19.24 Help children identify roles; help them identify as a part of a group.

19.25 Listen to each child, and really hear what he/she is saying to you. Make it your own private project that each child feels that in some way, he/she has succeeded every day. The degree of the teacher's success is directly related to the feelings of success known by children with whom she works.

19.26 Artist sketch: try to get a talented resource person to come in and do portraits, caricatures of each child. Use an opaque projector or a flashlight to make silhouettes. One day you might be fortunate enough to find a benevolent sculptor in your community.

20. Future Orientation (A unit for all grades)

Activity Objectives -- The following activities will enable the child to develop a healthy orientation about the future. At the same time, the child will develop an improved self-image not only in regard to his/her placement in the present time and world, but in the future. By communicating his/her feelings with other children, he/she will dispel some of the fears surrounding futuristic unknowns. The child will also see that it is necessary to plan for the future, establish goals for him/herself, and commit him/herself to action. Not only will the children speculate about next year, but they will find themselves placed in the future class context. The children will become involved in the activity with other children which will tend to broaden or expand their world view.

Kindergarten -- Objectives

1. To help the child form concepts out of direct experience.
2. To improve oral communication skills.
3. To develop observation skills.
4. To initiate comparative techniques in the rational thinking process.

Kindergarten -- Activities

1. Take six to ten migrant children in a circle. Show some pictures of first graders as they work at school. Have the children talk about other students in their family and what interesting things have happened to them in school.
2. Divide the group into two or three smaller groups. Each group is taken to visit a first grade room for a short period of time during the day.
3. After the visit, a circle discussion is directed. Children are asked to tell what they saw that they liked best.
4. Pictures are drawn showing the things they liked best about the first grade.
5. The teacher directs the composition of an experience chart, telling about the

things the children saw during their visit. These charts are then read aloud to the total class.

First Grade -- Objectives

1. To improve oral communication skills.
2. To develop the talent of observation.
3. To improve categorization and identification of similarities and differences.
4. To improve involvement with peers through total group interaction.

First Grade -- Activities

1. Take six to ten migrant children in a circle. Talk about what they like in their room and get them interested in the prospects of visiting another room.
2. Divide the group into two or three smaller groups. These groups visit a second grade room for a short period of time during one day. Scheduling to visit the other classroom might be staggered to observe different activities during the day.
3. After the children have all visited another classroom, a discussion in the

circle would center around things observed that were different and the things that they observed which were the same in their grade and the other grade.

Activities:

1. Make a seating chart of the second grade and beside it, make a chart of the first grade class.
2. Count the children orally together in both classes. Make a comparison using "more than" in comparing the classes.

Activities:

1. On a long sheet of butcher paper. let the migrant children draw a time chart.
2. At the top of the chart the teacher places several hours during the day. Under each hour a stick figure is drawn showing what second graders do during the day.
3. During the day, encourage the children to compare what they are doing with the activities on the chart.

Second Grade -- Objectives

1. To improve oral communication skills.
2. To develop the talent of observation.
3. To improve categorization and identification of similarities and differences.
4. To improve involvement with peers through total group interaction.

Second Grade -- Activities

1. Divide migrant children into two groups. Half of the children visit a third grade room and a first grade room, the other half visit another third grade room and another first grade room.
2. Circle discussions are directed by the teacher with both groups. The discussion topic might include things they can do now but couldn't do when they were in the first grade. What are third graders doing now that they can't do but will be able to do? What will the second graders have to do so they will be able to do what the third graders are doing now? What will the first graders have to learn before they can do what the second graders are doing now? What are third graders doing now that they would really

like to try to do? Can they try it? If they try and fail, what happens? Should they take a chance or risk failure/success? Children should be reassured it is all right to try things even if they fail.

Activities:

1. Plan a third grade day. Each group helps compile a list of third grade activities obrerved furing their visit. This list is then presented to the total class and a discussion held as to what they are going to do during their special day.
2. A third grade game might be learned, or a third grade song.
3. Place a sign on the door saying, "Today we are a third grade."

Third Grade -- Objectives

1. Eight to ten migrant children are directed in a group discussion. The teacher directs discussions about how they think children act differently in the third grade as compared to the fourth. Are they louder or quieter, still or wiggly, considerate or rude?

Such discussions may be used to build vocabulary and spelling skills.

2. Small groups visit a fourth grade room. Each child is told to concentrate on the actions of one specific child.
3. Upon returning to the room the group forms an imaginary class. Each child role-plays what he has seen the other child doing.
4. Again form small circle discussions. Direct the children to tell how they felt in their new roles. Did they like that child's actions? Would they have acted differently? Why? How would they have acted to make a child want to imitate them?

(Source: Programs for Effective Learning, Arkansas State Dept. of Education, August 1969)

Pre-School Migrant Children

Although most of the material presented in this Teacher Resource Guide can be readily used with both preschool and primary school age migrant children, this section isolates a limited amount of material which focuses specifically upon the preschooler. Being younger, the preschool age migrant child will depend much more upon the guidance of the teacher and/or teacher-aide for structuring experiences that will result in the development of a positive self-concept. These children are at a stage in their development where significant gains can be made in assisting them to become more positively aware that they are unique individuals with much self-worth.

1. All objects in a preschool migrant classroom should be labeled. This will assist the children to learn incidentally by associating objects with printed words. Levels of frustration in the children can be greatly reduced through the use of such supplemental learning aids.

2. Preschoolers must also have their health habits reinforced daily. Some learn to use indoor toilet facilities for the first time. Many have to be taught how to wash and dry their hands. The use of soap, washcloths, toothbrushes, toothpaste, and individual combs are among many of the daily routines followed so that such practices will become habitual.

3. Some teachers actually create situations which provide opportunities for children to tell the teacher how they feel about themselves and their environment. For example, one teacher had her children play a wishing game. She allowed each child to express one wish -- the one wish he/she would like fulfilled beyond all others. They could express this wish openly before the group or whisper in the teacher's ear. One little girl said, "I wish I had a bed." This brief statement reveals a number of things and some very secret feelings of a little girl who has no privacy and not even a bed to call her own.

4. Teachers should see that children have the clothing they need while they are enrolled in preschool programs. The clothing can be purchased through local merchants. This procedure overcomes the parent's complaint that the children do not have sufficient clothing to permit their attending school. New clothing is one way to increase the child's self-respect, and purchasing clothing through local merchants aids in school-community relationships.

(Source: Eight Weeks at Accomack, Accomack County Public Schools, Virginia, Summer 1970)

5. Head Start Programs -- Some suggestions for improving self-concept gleaned from experiences in Head Start projects are presented below:

5.1 Talking and listening -- In preschool centers where the staff members really understand young children, conversation and communication receive prime time. The idea is not to let children idly call out or talk endlessly without tuning in to others. Rather, the idea is that communication of thoughts, ideas, questions, fantasies, insights is basic to learning. Good teachers use all occasions for meaningful talking and listening. Warm, chatty conversations are natural at the lunch-table, but they are to be sought and engaged in during all of the days, during outside play and on walks, during table work and while children are arriving and departing. The desire for talking and listening must be truly felt by the children; it would be presumptuous for a grownup to insist on conversation at a time when a child felt like being alone for a while with his/her thoughts or when he/she was concentrating on his/her tasks and was silent by choice. But if the children know for a fact that their teachers listen attentively to them and have a high regard for their ideas, they will give voice in their own good time to their observations and questions and learn to listen to the adult response.

5.2 Pitfalls -- There are some conversational pitfalls to avoid. Personal questions which pry have no place in a teacher's conversation with a child (or parent). Remarks which put down another child or adult have no place. Questions which obviously are too hard to answer (and which result in a child's embarrassment) have no place. Remarks about a child to another adult in a child's presence have no place. Unpleasant, inflammatory reports of his/her misbehavior to parents at the end of the day, in front of the child, have no place and do a disservice to that frequent and mutual communication with parents. No matter how unsettled or impatient or discouraged a teacher may feel about a child or herself or her collegues -- or for that matter with the child's family -- the teacher must remember to converse only in a responsible manner to the child, and about him/her to others. The child's self-concept, at best, has been formulated incompletely in the few months and years of his/her young life; at worst, his/her self-concept is so blurred and fragile that it can be severely damaged.

Even worse than stray remarks are deliberately harsh statements and attitudes. When a teacher speaks to a child using blame, sarcasm, humiliation, furious scolding, nagging, or cruel laughter, she undoes any efforts made by the child, family, and the preschool center to build up and strengthen the child. Of course, children need to learn self-discipline and decent behavior, and teachers need to teach these modes of living, but teachers who are hostile and harsh and call themselves good disciplinarians are deluding themselves. Good discipline which is humane and which effectively stands the test of time is discipline which treats children with concern and respect. Little children need the same dignity and professional excellence from conscientious teachers as do older pupils and as do people in general. Indeed, children grow almost in front of one's eyes when treated with respect.

5.3 Teachers' voices and faces -- Teachers who most effectively build up children's self-esteem and feelings of competence are teachers who voices combine warmth and sureness; they are teachers whose faces are relaxed and pleasant; steady, too, but not stiff or severe.

5.4 Children's responses -- In return, the faces of children who arrived feeling sad or uneasy begin to respond with a sparkle of interest to the people and materials around them. Children who arrived feeling upset or defiant begin to respond to the teacher's expectations. Of course, it takes a long and gradual time for shyness or unruliness to change to involvement and to responsible, self-initiated work; but the change and growth develop as first days go well and as encouragement and warmth from grownups never waver.

5.5 Teacher's interpretation of activities -- One way to help children conceptualize the meaning of their achievements and good days in school, if they seem unsure of themselves, is for the teacher to remind them -- either singly or when they are in a group toward the end of the day -- of what they did in school that day and how interested she is in their accomplishments. Sometimes this is hard: If a child has been quietly hanging back the whole morning, an honest teacher will find it hard to justify giving praise for work that was not undertaken or play that was not engaged in.

5.6 Interpreting to the group -- To the whole group, the teacher can capitalize on young children's desire to be told about themselves by summarizing the school session with the following sort of easy going "lesson" in self-esteem: "I liked the way you worked in school today. You did a lot of different things here, didn't you? Remember what you did? Yes, Maria, you and the boys did climb up to the top of the climber. You have strong arms and legs! A lot of you worked with clay at the table when you first got here. And everyone had milk and crackers together after music. Do you remember that?" She doesn't pit one child against another, and she doesn't gush. She gives them a word picture of their activities in all-inclusive, encouraging terms. The children feel good about themselves. They look forward to the next day. Lessons in self-esteem help children recall, organize and verbalize their experiences.

5.7 Stories -- Teachers can conduct powerful lessons in self-esteem by telling children stories about themselves, sometimes, instead of reading books, at story-time. Tony's adventures feeding the turtle, or the truck seen by the three-year-olds on their walk to the park hold as much interest -- and maybe considerably more -- than impersonal story books about turtles and trucks.

5.8 Teachers' feedback becomes child's self-image -- How other people feel about a particular child becomes a basic part of his/her self-image. How their eyes look when they regard him/her, and how their voices sound when they speak to or about him/her -- whether they look friendly, serious, smiling, concerned, or whether they look critical, disdainful, frowning, uninterested -- tell this child about him/herself. They receive one kind of message, or feedback, if their voices are relaxed, warm and affectionate; they receive another if the adult feels tense, irritable, or hostile about him/her. The child most in difficulty is in most need of some adult (in a group of teachers, assistants, and volunteers, one adult can be found) who honestly likes him/her and whose face and voice will convey affection for him/her. Such an adult is in a position to help the pupil feel less anxious, to like self better, to control self, and to make friends more easily than before. In response, the pupil will feel that school is a good place to be and that he/she can involve him/herself in its program.

5.9 Things to say in praise -- Within the entire curriculum, just as with puzzles, the teacher insures the child's success and feelings of accomplishment so that he/she will tackle the next harder tasks with zest. She uses words like these, with a warm, genuine, often affectionate inflection of her voice:

"I thought you could do that," after a child overcomes an obstacle.

"It's hard work, and you're able to do hard work."

"That was a pretty smart thing to do."

"What you're doing is important."

5.10 Things to avoid saying -- The teacher never compares one child with another to the detriment of the first. She never shames a child into trying harder. Shame does not make young children feel like trying harder; it just embarrasses and inhibits them. She never puts pressure on a four-year-old child to be less like a baby and more like a big boy, because he is neither a baby nor a big boy, and such pressure simply makes him feel that being four is not good or that he does not measure up. Instead, if he is having trouble with a task or isn't trying very hard, she uses words like these:

"How would you feel about my helping you with this?"

"Next time it may go better."

"It takes a long time to learn this, and that's all right."

With help and encouragement, children who have the experience of trying and succeeding are then able to go on, powered by strong motivation, to more complex problems and activities. Far from "spoiling" a child, language of honest approval serves to propel him/her onward, with renewed effort and some conviction that he/she can do the work undertaken.

Teachers, aides, volunteers, all grown-ups are crucial to this work of mirroring and articulating for the child the concept of his/her growing competence.

(Source: Jeanette W. Galambos,
Head Start to Confidence,
Project Head Start, 1970)

6. Twenty Steps for Parents of Preschool Children

6.1 Who Am I? -- Your child is an important human being. No one else in the whole world is exactly like him/her, or has his/her special talents, or his/her special ways to learn and grow. He/she needs your help to feel that he/she is an individual and valuable person.

He/she learns this from you. When he/she feels that his/her family accepts him/her as an important person, he/she can accept him/herself. When he/she accepts him/herself, he/she will have the courage to prove his/her value elsewhere. The love and security he/she is given at home helps him/her bring into focus his/her own special worth.

Five Steps You Can Take:

1. Teach your children their full name, address, and phone number and call them by their name.
2. Encourage your children to draw pictures of themselves and others.
3. Give them a "spot" at home to call their own and teach them to care for their clothes and toys.
4. Ask them to do things that they can do best and praise them for what they do well.
5. Include them in family activities and talks.

6.2 How Do I Learn? -- It is important that your child recognize and know the meaning of what he/she sees, hears, touches, tastes, and smells. Children learn through their senses. They need to know how the things they "sense" fit into their life, so that they can think about them and use them. They want to know HOW DEEP? . . . HOW BIG? . . . and WHAT SHAPE?

Senses are like tools. They are sharpened through use. Senses are also like skills. They must be practiced. When you give your child many opportunities to know what he/she "senses," he/she will use these to develop and understand new ideas.

Five Steps You Can Take:

1. Give children things of different sizes and shapes to play with.
2. Let them trace and draw circles, squares, and triangles.
3. Help them compare things that are hard, soft, fuzzy and smooth.
4. Let them identify things by their tastes, smells and sounds.
5. Talk with them about where things are: up, down, next to, under, etc.

6.3 What Am I Thinking? -- The things your child does will help him/her learn to think.

In order to learn, your child must see how things are alike, and how they may be different. When you give children many experiences, they will discover new ways to look at problems and to solve them. Their thinking power will be increased.

When your child explores his/her world, he/she becomes aware of things and events in it which make it an exciting place about which to study and learn.

Five Steps You Can Take:

1. Give children blocks for building and puzzles to work.
2. Take them on trips to town, to the zoo, to the museum, to a farm, to the post office.
3. Talk with them about the things they see.
4. Let them pretend to be different people.
5. Count things with your child:
   How many apples do we have?
   Bring me two spoons.

6.4 Will You Talk With Me? -- What is an "Elephant" to a child who has no names for animals? What is "three" to a child who does not know "one" and "two"?

Your child must know language to learn, to understand others, and to be understood. Yours is a two-way job -- to talk to him/her and to listen. The more words he/she knows and uses, the more he/she will learn. When you talk to your child, give him/her words which can be used to express their thoughts and feelings to others. When children talk to you, let them know that what they say is worthwhile. They know then that they are SPECIAL PERSONS when you listen.

Five Steps You Can Take:

1. Set aside a special time to read to children; talk with them and let them finish their own sentences.
2. Teach them to listen while others are talking.
3. Help them name things they see around them.
4. Let them make picture books of things they recognize.
5. Play work games with them to increase their vocabulary.

(Source: Roger Harrell, Wanda Badgett and Lorene Roby Rogers, Twenty Steps for Parents of Preschool Children.)

Films, Records and Books

Surprisingly very few of the many individuals, agencies and institutions contacted nationally for descriptions of methods and materials used in the development of positive self-concept in migrant children suggested names or references of films, records and books. Included here is a sampling of some materials which have not been personally reviewed but are deemed as possibly useful to teachers working on improving migrant children's self-concept.

Films

1. And Gladly Learn   80 Minutes   Utah State Univ.

   Part I Development of Self Concept

   Part II Language Development and Concept Formation

   Produced by Utah State University for use in helping students to understand learning processes.

2. Child's Eye View   22 Minutes   Bank Street College
   Communication Lab.
   103 E. 125th St.
   N. Y., N.Y. 10035

   Film record of children in after school program discovering their neighborhood and themselves through experimenting with and using the motion picture camera.

3. The New Nursery School   20 Minutes   Far Western Lab.
   Claremont Hotel
   Oakland, Ca.

   Introduction to the New Nursery School

   Learning Booth

Perception and Problem Solving

A series of three films, each produced in an attempt to picture the Glen Nimnicht philosophy in Greeley, Colorado and in California which combines structure with freedom of choice.

4. Operation Head Start 16 Minutes Modern Talking Picture Service
122 W. Chippewa St.
Buffalo, N.Y. 14202

A center in operation -- a Mexican-American community in California. A head Start child -- Reuben -- is shown at home with his family and in the classroom of the Van Nuys, California Center as he takes in the new world Head Start has made possible.

5. Head Start to Confidence 20 Minutes Modern Talking Pictures

The film illustrates the vital need for every child to have a sense of his own importance and worth as a person. It shows teachers various means of building the self-confidence of pre-school children through controlled achievement, language and performance of useful tasks.

(Source: New York State Education Department, Films for Early Childhood Education, 1968)

6. Mexican Village Life 13½ Minutes Coronet Films

Manuel lives in a village in Central Mexico.

7. Cultural Enrichment and Field Trips 15 Minutes

Keys to learning for migrant children. Depicts cultural enrichment and field trip activities for migrant children. Shows authentic Indian dances as performed at White Swan, etc.

8. Physical Education, Recreation, and Food Services 17 Minutes

Includes physical education, recreation and food services programs for migrant children.

9. These Are the Ways 26 Minutes

Shows aids and ideas for new learning experiences of the migrant children.

(Arizona Migrant Child Educational Laboratory. Information about the distributors of each film can be obtained by writing to: J. O. "Rocky" Maynes, Jr., Director, Migrant Child Education, Arizona State Dept. of Education, Phoenix, Arizona 85007)

10. The Blood (Spanish) 16 Minutes Encyclopedia Britannica Films

This film tells the story of the highly complex tissue which is the lifeline of the body.

11. People Along the Mississippi (Spanish) 22 Minutes

The region through which the Mississippi River flows provides a unique cross-section of American life. The film emphasizes the people of different backgrounds and origins who live along the river, and reveals their oneness in purpose and ideals.

12. The Skeleton (Spanish) 11 Minutes Encyclopedia Britannica Films

The protective and structural functions of the bones are explained. By means of motion pictures, x-ray photography, moveable joint action is shown. Animated drawings graphically explains how bones grow.

13. The Wheat Farmer (Spanish) 13 Minutes Encyclopedia Britannica Films

Captures the flavor of life and work on a wheat farm in the nation's great wheat belt. Shows the preparation of the soil and planting and harvesting of wheat and pictures the struggle of the farmer against bad weather.

14. Your Ears (Spanish) 6 Minutes Encyclopedia Britannica Films

This film is part of the Basic Life Science unit entitled Your Health, designed to help children understand simple concepts of human physiology as a basis for learning good health habits. Animation is used to illustrate how the various parts of the human ear function to translate vibrations into nerve impulses which the brain interprets as sound. Live-action sequences show some of the many ways we rely on our ears as well as ways in which hearing can be impaired and safeguarded.

15. Your Teeth (Spanish) 6 Minutes Encyclopedia Britannica Films

This film is part of the Basic Life Science unit, Your Health. Animation is used to illustrate how teeth grow, how they help in the preparation of food for digestion, and how germs cause cavities which may result in tooth loss. Live-action sequences show proper ways to prevent decay-by-eating the right food, by frequent brushing, and by regular visits to the dentist.

16. La Raza: The Mexican American 24 Filmstrips, 12 Records and Teacher's Manual

La Raza: A History of Mexican Americans is divided into four basic units: The Mexican Heritage; The Pioneer Heritage; Conflict of Cultures; and The Awakening. Each unit is separate and will stand alone. However, optimum use of the materials requires the presentation of all the units. Because few acceptable reading materials are available, the factual presentation is comprehensive and the lessons may be used without advance preparation by the students:

PART ONE: The Mexican Heritage consists of three lessons covering the evolution of pre-Columbian societies and government in Mexico; the daily life of the Indians of Mexico; and the Spanish Conquest and its aftermath. Extensive use is made of artifacts and architectural remains to illustrate the development to illustrate the development and continuity of Mexican society.

PART TWO: The Pioneer Heritage tells of the first foreign explorers and settlers in what is now the United States. They were Spanish, Indian, Mestizo, and Negro. And they established patterns of life that still form the basis of society in the Southwest. This unit consists of three lessons which describe the early exploration and settlement, the way of life that evolved in the borderlands, and the continuity between the pioneer life and that of the modern Mexican-American community.

PART THREE: Conflict of Cultures describes the influx of Anglo-Americans into the borderlands and the subsequent conquest of the region. The unit describes the initial contacts of La Raza with first a trickle and later a flood of Anglo trappers, traders, adventurers, and finally settlers. It discusses the aftermath of the Mexican-American War -- in particular the bitterness and duplicity which so adversely affected the Mexican-Americans and their interaction with other peoples in our society.

PART FOUR: The Avakening consists of four lessons that cover the background and current thrust of the political, economic, and sociological development of La Raza. It traces the experiences of La Raza following the Mexican Revolution. The unit discusses increasing political, economic, and social discrimination in the United States.

(Source: Arizona Migrant Child
Educational Laboratory Resource
Center, Arizona State Dept. of
Education, Phoenix, Arizona 85007)

17. To Climb A Mountain 19 Minutes

This documentary film is narrated by persons who participated in programs designed to meet the basic needs of migrant children. The film depicts what can be done to aid under- privileged children who are taken out of school each spring to move with their parents, whose livelihood comes from harvesting agricultural crops in Virginia and other states. It focuses on activities which capture the children's attention and methods of teaching designed to stimulate their interest and enthusiasm. While the film is centered around migrant children, the methods and techniques presented are applicable to any disadvantaged child with learning difficulties.

(Source: Film Production Service,
State Dept. of Education,
Richmond, Virginia 23216)

18. With Hope, We Build is a documentary slide production showing methods and techniques used in teaching migrant children. Action slides portray what is being done in the public schools of Accomack County, Virginia to provide educational opportunities for the children of migrant agricultural workers. Special emphasis is placed on field trips and social participation to broaden the cultural experiences of migrant children. Methods and techniques used are specially adapted to beginning programs in migrant education. The slides have a two-fold purpose: to provide information about the

migrant education program and to be used in evaluating its effectiveness.

(Accomack County Public Schools in
cooperation with the Virginia State
Department of Education, Richmond,
Virginia)

Books and Records

Following is a list of books written for preschool and primary school children (some may be upper elementary but useful at an earlier level).

1. Polly Greenberg, Oh Lord, I Wish I Was A Buzzard, Macmillan, 1968.
2. Mariana Prieto, Tomato Boy, Day, 1967.
3. Marion Garthwaite, Mario, A Mexican Boy's Adventure, Doubleday, 1960.
4. Richard Parker, The House That Guilda Drew, Bobbs-Merrill, 1964.
5. Benelle H. Robinson, Citizen Pablo, Day, 1959.
6. Louisa R. Shotwell, Roosevelt Grady, World, 1963.
7. Zilpha Snyder, The Velvet Room, Atheneum, 1965.
8. Ruth Holland, The Forgotten Minority, Crowell, 1970.
9. Carli Laklan, Migrant Girl, McGraw, 1970.
10. George Smith, Wanderers of the Field, Day, 1966.

An annotated bibliography of books and records dealing with the self and body image follows. The child begins to understand him/herself as a person of capability and worth. Children learn about their body and body parts through physical involvement using these materials.

Books:

1. Just Me -- A little boy walks like a cat, hops like a rabbit, wriggles like a snake, hides like a turtle, then enjoys running like himself to meet his Dad.
2. Look At Me -- Lively verse and vigorous pictures of integrated group of young children convey joy in their working bodies, pumping hearts and waterproof skins.
3. My Hands -- Hands and fingers are pictured exploring texture, holding, rolling, playing, working and saying "Goodbye."
4. Whistle for Willie -- Peter wished, he tried, he turned and whirled, he hid, he played, and suddenly -- he whistled!
5. How Big Am I? -- Little boy is exploring size and its relativity as he begins to understand his self-image.
6. Jane's Blanket -- How Jane grew up enough to relinquish her pink blanket. A family story by Arthur Miller.

7. Just One Me -- Jimmy tries being a car, a road, a shovel, and a plane. He discovers he is unique, and likes being himself, little Black Jimmy.
8. Gilberto and the Wind -- The artist catches the wind in many moods while the whole of Gilberto -- hands and body and expressive face -- shows his response to the changeable wind.
9. Rosa-Too-Little -- Rosa Maldonado finally was big enough to go to school and get Easy Books from the library.
10. All by Himself --
All by Herself -- Cloth books with objects to help a boy or girl learn how to zip a zipper, tie shoelace, button something.
11. Ronnie's Wish -- A small Black boy in a big city has adventures in a children's zoo. He discovers advantages in being little.

Records:

1. A Child's First Record -- Frank Luther's songs and responses. Music and sound effects for the young. Songs for games, pets, toys.
2. Do You Know How You Grow Inside? -- Narration and songs in folk style show how a child grows fast, flow, tall, wide; creeps, laughs, cries, drinks, eats and sleeps.

3. Nursery Days -- Wake Up, Dance Around, Put Your Finger in the Air, Clean O, Car Songs, Sleepy Eyes; Woody Guthrie sings his famous rhythmic songs.
4. Do You Know How You Grow Outside? -- Narration and participation songs name the body parts that grow -- teeth, lips, bones, skin, neck, stomach, and more.
5. Concept Record #1 -- Basic Concept Songs of Self-Image -- I am Me, My Body, What's Inside of Me?
6. Nothing to do; My Playful Scarf; Myself and I -- Rhythmic activity, self-image, life of young children in song and story.
7. Finger Play #1 -- Very simple finger plays with directions and songs on the record -- Hello Pinky, Five Happy Fingers, This Old Man, etc.
8. Body-Space; Motor Skills -- A series of games to reinforce a child's body image. Touch and Say different parts of the body -- Move and Say parts of the body.
9. Musical Experience Who Am I? -- Games and songs with directions for I'm A Person and That's A Lot! My Name Is.

(Source: Children's Music Center, Inc., Best Records, Books, Rhythm Instruments for EARLY CHILDHOOD)

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